

For a Listing of Upcoming Board Meetings see Page vi of this Table of Contents

**Santa Monica-Malibu Unified School District
Board of Education Meeting
MINUTES**

**UNADOPTED
November 18, 2004**

A meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, November 18, 2004 in the Santa Monica City Council Chambers, 1685 Main Street, Santa Monica, CA. The meeting was called to order at **5:30 p.m.** in the Board Conference Room at the School District's Administrative Offices, 1651 16th Street, Santa Monica, CA. The Board will move to Closed Session for the reason(s) listed in Section III, below. At 6:30 p.m. the Board members will join members of the Community in a reception honoring Dr. Michael Jordan, outgoing Board Member. The Board will reconvene the public portion of the meeting at 7 p.m. in the Santa Monica City Council Chambers.

**SANTA MONICA CITY HALL - SECOND FLOOR
Reception at 6:30 p.m. - to Honor Outgoing Board member
DR. MICHAEL JORDAN**

The Public Portion of the Meeting Begins at 7 p.m.

Persons wishing to address the Board of Education regarding an item that is scheduled for this meeting, must submit the "Request to Address" card **prior** to discussion of that item. Persons wishing to address the Board of Education regarding an item that is **not** scheduled on this meeting's agenda, may speak during the Public Comments section by submitting the Request to Address card at the beginning of the meeting. The same card is used for either option and is printed in both Spanish and English. Cards are located with meeting materials at the back of the room. Completed cards should be submitted to the Secretary.

I CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

III CLOSED SESSION:

- Real Property - re: DoubleTree Hotel 1707 Fourth Street, Santa Monica, CA pursuant to GC§ 54956.8 as cited in the Brown Act.

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

- Receipt of Recommendations for the approval of the proposed settlement cases pursuant to GC§ 54954.9 (b) as cited in the Brown Act:

Case # SN 04-01107
 Case # SN 03-02490
 Case # SN 04-01728
 Case # SN 04-01967
 Case # SN 02-01272
 Case # SN 03-01463

IV BOARD OF EDUCATION - COMMENDATIONS / RECOGNITIONS

- Recognition of Dr. Michael Jordan - Outgoing Board Member

V APPROVAL OF THE AGENDA

VI APPROVAL OF MINUTES

A.01 Approval of Minutes: September 9 and October 7, and 21, 2004 1

VII CONSENT CALENDAR

Consent agenda items are considered routine, as agreed by the President, Vice President and Superintendent, requiring no discussion, and are normally all approved at one time by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be removed from the consent agenda for clarification and/or discussion. Consideration will occur during Section XI.

Curriculum and Instruction

A.02	Approval of Independent Contractors	2-5
A.03	Overnight Field Trip(s) 2004-05	6
A.04	Agreement with the State Department of Education to Accept Funds for the Child Development Program for Fiscal Year 2004-2005	7
A.05	Approval of Tri City Special Education Plan Area (SELPA) Administrative Unit (AU) Transfer	8
A.06	Graduation Requirements for the Adult Competency Based High School Diploma	9-11

Business and Fiscal

A.07	Acceptance of Gifts - 2004-05	12-12d
A.08	Award of Purchase Orders	13-13d
A.09	Amend Charge for Financial Oversight Committee	14-18
A.10	Award Bid #5.05 Fleet Vehicles to Don Kott Ford	19
A.11	Award Bid #5.06 Auditorium Seating to School Speciality, Inc.	20
A.12	Transferring of Funds	21

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

Personnel

A.13 Certificated Personnel - Elections, Separations 22-29

A.14 Change in Assignment - Administrator on Loan to Los Angeles
County Office of Education - AVID Program 30

A.15 Special Services Employees 31

A.16 Classified Personnel - Merit 32-37

A.17 Classified Personnel - Non-Merit 38-39

General

VIII PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Board may reduce the allotted time to two(2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during “VIII, Public Comments” except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to 20 minutes. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in Section **XVI, CONTINUATION OF PUBLIC COMMENTS.**

X COMMUNICATIONS

The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or Committee representative listed below. All reports are limited to 5 minutes or less. However, if more time is necessary, or if a report will not be presented, please notify the Board secretary eight work days prior to the date of the meeting.

- A. Student Board Members Reports**
Ms. Mari Sahba, Olympic High School
Ms. Kitty Smith, Malibu High School
Ms. Naomi Vasquez, Santa Monica High School
- B. SMMCTA Report**
- C. SEIU Report**
- D. PTA Council President’s Report**

X SUPERINTENDENT’S REPORT - no report

MAJOR and DISCUSSION Items

As a general rule, items under MAJOR and DISCUSSION will be listed in order of importance as determined by the President, Vice President and Superintendent. Individual Board members may move to request a change in the order prior to consideration of any Major item. The Board may also move any of these items out of order to be heard immediately following PUBLIC COMMENTS if it appears that there is special interest by the public or as a courtesy to staff members making presentations to the Board.

If you will require accommodation to participate in the Board meeting, please notify the Superintendent’s Office at least one day prior to the meeting.

XI MAJOR ITEMS

These items are considered to be of major interest and/or importance and are presented for **ACTION (A)** or **INFORMATION (I)** at this time. Many have been reviewed by the Board at a previous meeting under the Discussion Items section of the agenda.

- A.18 Establishment of Position - Assistant Superintendent Special Education . . . 40-44
- A.19 Award Bid # 5.02 for Closed Circuit Security Cameras and Authorization
for Installation at Santa Monica High School 45-46
- A.20 Approval of Special Education Contracts 47-49
- A.21 Establish Community Day School 50
- A.22 Adopt Resolution 04-08 - Annual Delegation of Administrative
Authority to Process non-Routine Budget Revisions,
Adjustments and Transfers 51-53
- A.23 Adopt Resolution No. 04-08 - Declaration of Membership in Schools
Linked for Insurance Management Joint Powers Agency and Designation
of SMMUSD Representative and Alternate 54-55
- A.24 Public Hearing - Regarding Sufficient Textbooks and/or Instructional
Materials for Fiscal Year 2004-2005 56
- A.25 Approval of Submission of Notification of Compliance for Public Hearing
Regarding Sufficient Textbooks and/or Instructional
Materials for Fiscal Year 2004-2005 and Adoption of Resolution 04-09
That the District is in Compliance with EC 60119 57-58

XII DISCUSSION ITEMS

These items are submitted for information (FIRST READING) and discussion. Action will generally be considered at the next regularly scheduled meeting of the Board.

- 8:15 pm** D.1 Update and Further Follow Up Edison Safety Audit 59
- D.2 High School Science Sequence 60
- D.3 Replacement of Policy 4142.1 - Arts Education (first reading) 61-63
- D.4 Adopt Policy 6179 - Supplemental Instruction 64-67

XIII INFORMATIONAL ITEMS

XIV BOARD MEMBER ITEMS

These items are submitted by individual Board members for information or discussion, as per Board Policy 8320(b).

XV REQUESTS BY MEMBERS OF THE PUBLIC OR DISTRICT ADVISORY COMMITTEES TO ADDRESS THE BOARD OF EDUCATION

These items are submitted by members of the public to address the Board of Education on a matter within the jurisdiction of the Board, as per Board Policy 8320(c). Requests must be submitted to the Superintendent in writing ten days before the Board meeting or prior to agenda planning, in accordance with the established agenda planning schedule, whichever is less. The written request will not exceed 500 words and will include, as an attachment, brief background information and the reason for the request.

If you will require accommodation to participate in the Board meeting, please notify the Superintendent’s Office at least one day prior to the meeting.

be submitted to the Superintendent in writing ten days before the Board meeting or prior to agenda planning, in accordance with the established agenda planning schedule, whichever is less. The written request will not exceed 500 words and will include, as an attachment, brief background information and the reason for the request.

XVI CONTINUATION OF PUBLIC COMMENTS

A continuation of Section VIII, as needed.

VII BOARD MEMBER COMMENTS

Board Member Comments is the section where a Board member may make a brief announcement or make a brief report on his or her own activities relative to Board business. There can be no discussion under "BOARD MEMBER COMMENTS".

XVIII FUTURE AGENDA ITEMS

Items for future consideration will be listed with the projected date of consideration. The Board of Education will be given any backup information available at this time.

- Appointments - Executive Ad Hoc Committee - Master Facilities Study - 12/9/04
- Appointments - Financial Oversight Committee - 12/9/05

XIX CLOSED SESSION

The Board of Education will adjourn to CLOSED SESSION to complete discussion on items listed for CLOSED SESSION following the regular business meeting.

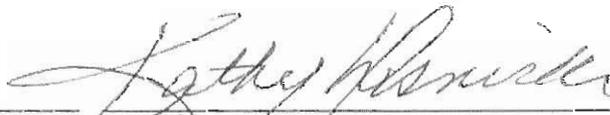
XX ADJOURNMENT

At 11 p.m., it was moved by Dr. Jordan, seconded by Ms. Brownley and voted unanimously to adjourn the meeting in memory of Alice Zakian, mother of Patricia Samarge, Franklin Principal. The next regular meeting is scheduled to be held on Thursday, December 9, 2004, at 7 p.m. in the District's Administrative Offices, 1651 16th Street, Santa Monica, CA.

Meetings held in Santa Monica are taped for rebroadcast and played on CityTV2, Cable Channel 20 at 11:00 AM on the Sunday following the Board meeting. Meetings are rebroadcast in Malibu on Government Access Channel 3 every Saturday at 8 PM

Approved: _____

2/11/07



President



Superintendent/Secretary

Board of Education Meeting Schedule					
July through December, 2004					
Month	1st Thurs	2nd Thurs.	3rd Thursday Discussion Mtg.	4th Thursday	Special Note:
July				22 DO	Special Meeting re: SMC Bond
August			19 DO	26 SM	
September		9 DO	16 (Holiday)	23 M	3 rd Thursday is a District Holiday
October	7 DO		21 SM		(Resume 1st & 3 rd Meeting schedule)
November	4 M		18 SM		
December	2	9 DO			(CSBA Conference first week of Dec.)
January through June, 2005					
January	6 DO		20 SM		
February	3 M		17 SM		
March	3 DO		17 SM		Stairway: March 10-11
April	7 M		21 SM		
May	5 DO		19 SM		
June	2 DO		16 SM		(Graduation is week of 6/20)

District Office (DO) 2004: 7/22, 8/19, 9/9, 10/7, 12/9, 1/6, 3/3, 5/5, and 6/2

Malibu City Council Chambers (M): 9/23 and 11/4/04 2/3 and 4/7/05
23815 Stuart Ranch Road, Malibu, CA

Santa Monica City Council Chambers (SM): 8/26, 10/21, 11/18, 1/20, 2/17, 3/17, 4/21, 5/19 and 6/16
1685 Main Street, Santa Monica.

Agenda Distribution:

A copy of the Table of Contents is posted 72 hours in advance of regularly scheduled Board of Education meetings and is also accessible to the public 24 hours/day at the District Office entrance, 1651 16th Street 16th Street, Santa Monica. Complete Board of Education agendas are available in *pdf* format, on the District's website: www.smmusd.org.

Amended: 9/23/04

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

**Santa Monica-Malibu Unified School District
Board of Education
November 18, 2004**

I CALL TO ORDER

A Roll Call

Jose Escarce - President
Emily Bloomfield - Vice President
Julia Brownley
Oscar de la Torre
Mike Jordan
Maria Leon-Vazquez
Shane McCloud

Student Board Members

Kitty Smith - Malibu High School
Mari Sahba - Olympic High School
Naomi Vasquez - Santa Monica High School

B Pledge of Allegiance

II CLOSED SESSION

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY
RE: APPROVAL OF MINUTES

ACTION
11/18/04

RECOMMENDATION NO. A.1

It is recommended that the Board of Education approve the following Minutes:

September 09, 2004
~~October 7, 2004~~
~~October 21, 2004~~

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/04

FROM: SUPERINTENDENT

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2004/2005 budget.

Contractor/Contract Dates	Description	Site	Funding
Ana Guadalupe Alvarado Sept 27, 2004 - June 30, 2005 Cost Not to Exceed: \$2,250	To support classroom teachers in the implementation of High Point	Student & Family Support Service	ELAP 01-62860-0-476000-10000-5802-032-2560
Michael Hill Oct 1, 2004 - Jan 14, 2005 Cost Not to Exceed: \$3,000	To prepare GATE Web Page	Student & Family Support Service	GATE 01-71400-0-11100-10000-5802-032-2560
Center for Council Training Nov 4, 2004 - May 5, 2005 Cost Not to Exceed: \$7,000	To provide a 25 week program for 8th & 9th graders	Malibu High School	Governor's Performance Award carryover 01-00040-0-11100-10000-5802-010-4100
Michael Hill Oct 1, 2004 - June 30, 2005 Cost Not to Exceed: \$1,800	To Maintain Board Policies online	Pupil Services	General Administration 01-00000-0-00000-72000-5802-040-1400
Michael Hill Oct 1, 2004 - June 30, 2005 Cost Not to Exceed: \$8,450	To Update Board Policies on line	Pupil Services	General Administration 01-00000-0-00000-72000-5802-040-1400

Contractor/Contract Dates	Description	Site	Funding
Suzie Spain Nov 1, 2004 - June 30, 2005 Cost Not to Exceed: \$12,000	To Coordinate "Promises" site based support groups for students identified as having substance abuse problems and their parents	SamoHi	Promises Foundation 19-90210-0-19150-10000-5802-015-4150
Venice Family Clinic Nov 1, 2004 - June 30, 2005 Cost Not to Exceed: \$10,000	To provide medical services to Medi-Cal eligible students at SamoHi at 1/2 day a week	SamoHi	Medi-Cal Billing Option 01-56400-0-11100-10000-5802-015-4150
Will & Company Jan 5 - June 30, 2005 Cost Not to Exceed: \$9,000	To provide 9 sessions of drama workshops to each 4th/5th grade clasees culminating in a presentation for parents	Franklin	PTA Gift 55% (\$5,000) 01-90150-0-11100-10000-5802-002-4020 GATE 45% (\$4,000) 01-71400-0-11100-10000-5802-002-4020
Michael E. Hill Nov 18, 2004 - June 30, 2005 Cost Not to Exceed: \$2,600	To design the Educational Services website portion of the District website	Ed Services	Physical Education 01-91221-0-19480-21000-5802-030-1300
Center for Council Training Nov 4, 2004 - May 5 2005 Cost Not to Exceed: \$7,000	To provide a 25 week program for 8th & 9th graders which offers students the opportunity to learn attentive listening skills	Malibu HS	Governor's Performance Award 01-00040-0-11100-10000-5802-010-4100
Jewish Family Service Sept 1, 2004 - June 30, 2005 Cost Not to Exceed: \$1,000	Co-facilitation of student/parent substance abuse intervention group at Samohi one evening per week	SamoHi	Promises Foundation 19-90120-0-10150-10000-5802-015-4150

Contractor/Contract Dates	Description	Site	Funding
Shawoky Hollie, Phd Nov 12, 2004 Cost Not to Exceed: \$500	To provide workshop to Olympic High School starr	Olympic HS	Gift 01-90120-0-11100-10000-5802-014-4140
Steve Cuffari Sept. 1, 2004 - June 30, 2005 Cost Not to Exceed: \$600	To provide Parent Workshops for the Infant & Family Support Program	CDS	IFSP 12-94190-0-35000-59000-5802-070-2700
Dr. Nereido J. Rodriquez Jan. 1 - June 30 2005 Cost Not to Exceed: \$500	To provide Parent Workshops	CDS	IFSP 12-94190-0-85000-59000-5802-070-2700
Mariyn McGrath Oct 1, 2004 - June 30, 2005 Cost Not to Exceed: \$3,000	To provide Parent Education classes for the Infant and Family Support Program and Professional Development Sessions for IFSP staff	CDS	IFSP 12-94190-0-85000-59000-5802-070-2700
Barbara Olinger Sept 1 2004 - June 30,2005 Cost Not to Exceed: \$2,000	To provide Mommy & Me sessions for Infant & Family Support Program	CDS	IFSP 12-94190-0-85000-59000-5802-070-2700
American Red Cross Oct 1, 2004 - June 30, 2005 Cost Not to Exceed; \$2,800	To provide CPR classes only (No exposure to children) for the Infant and Family support Program	CDS	IFSP 12-94190-0-85000-59000-5802-070-2700
Jewish Family Service Sept 1, 2004 - June 30, 2005 Cost Not to Exceed; \$1,000	Co-facilitation of students/parent substance abuse intervention group at Samohi one evening per week	Samohi	Promises Foundation 19-90120-0-19150-10000-5802-015-4150

Contractor/Contract Dates	Description	Site	Funding
New Start Sept 1, 2004 - June 30, 2005 Cost Not to Exceed: \$2,000	Co-facilitation of student/parent substance abuse intervention group at Samohi one evening per week	Samohi	Promises Foundation 19-90210-0-19150-10000-5802-015-4150
ASUCLA (UC Regents) amended name Oct 1, 2004 - June 30, 2005 Cost Not to Exceed: \$10,00	Amendment of previous contract approved by the board 11/04/2004 to provide peer advising and tutoring at Samohi	SamoHi	PTA gift 01-71400-0-11100-10000-5802-002-4020
Vicente Lolyd Stutzman Ajay Mohindra Nov 19, 2004 - June 30, 2005 Cost: Not to Exceed \$13,000	To assist with aggressive financial clean-up of Special Education, i.e., parent reimbursements, fiscal issues related to outstanding IEPs, analysis of NPA & NPS, establish sound fiscal/budget practices and assist school sites with 2005-06 Budget planning process	Fiscal Services	General Fund 01-00000-0-00000-72000-5802-051-2510

MOTION MADE BY: Ms. Leon-Vazquez
 SECONDED BY: Dr. Jordan
 STUDENT ADVISORY VOTE: Aye
 AYES: All (7)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION
11/18/04

FROM: SUPERINTENDENT

RE: OVERNIGHT FIELD TRIP(S) 2004-2005

RECOMMENDATION NO. A.03

It is recommended that the Board of Education ratify/approve the special field trip(s) listed below for students for the 2004-2005 school year. No child will be denied due to financial hardship.

School/Grade	Destination Dates	Principal Teacher	Cost/Budget	Subject	Purpose of Trip
Malibu High 20 students	Atlanta Georgia 11/18/04 to 11/21/04	David Warshawski Mark Kelly	\$650/per student paid for by fundraising	Journalism	National Scholastic Press Association High School Journalism Conference.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/2004

FROM: SUPERINTENDENT

RE: AGREEMENT WITH THE STATE DEPARTMENT OF EDUCATION TO
ACCEPT FUNDS FOR THE CHILD DEVELOPMENT PROGRAM FOR
FISCAL YEAR 2004-2005

RECOMMENDATION NO. A.04

It is recommended that the Board of Education accept the contract with the State Department of Education, Child Development Division effective July 1, 2004 through June 30, 2005. This agreement FIMS-4294, is to be executed between the Superintendent of Public Instruction, State Department of Education, and the Santa Monica-Malibu Unified School District, wherein the State agrees to pay the Santa Monica-Malibu Unified School District Child Development Fund/CDC an amount not to exceed \$3,851.00. The Board agrees to use the funds for instructional materials and supplies for the Child Development program. And to authorize John Deasy, Superintendent of Schools, to sign the contract on behalf of the governing board.

Funding Information

Source: Child Development Fund - Restricted

Currently Budgeted: No

Account Number: 12-50350-0-00000-00000-8290-090-0000

Description: Child Development Center Apportionment - CDC

COMMENT: This contract is funded through a grant from the federal Department of Health and Human Services. The period for which expenditures may be made with these funds shall be from July 1, 2004, through June 30, 2005.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/04

FROM: SUPERINTENDENT/LINDA KAMINSKI/CINDY ATLAS

RE: APPROVAL OF TRI-CITY SPECIAL EDUCATION PLAN AREA
(SELPA) ADMINISTRATIVE UNIT (AU) TRANSFER

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the transfer of the Tri-City SELPA Administrative Unit from Beverly Hills Unified School District to the Culver City Unified School District as of July 1, 2004.

COMMENT: The Superintendents' Committee of the Tri-City Special Education Local Plan Area agreed to transfer the Administrative unit responsibilities from Beverly Hills Unified School District to Culver City Unified School District effective July 1, 2004.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
11/18/04

FROM: JOHN E. DEASY/LINDA KAMINSKI/STEPHEN MARTINEZ

RE: GRADUATION REQUIREMENTS FOR THE ADULT COMPETENCY BASED
HIGH SCHOOL DIPLOMA

RECOMMENDATION NO. A.06

It is recommended that the Board of Education adopt the following graduation requirements for the Adult competency-Based High School Diploma.

ENGLISH 40

Required

English 1 <u>or equivalent</u>	5
English 2 <u>or equivalent</u>	5
English 3 <u>or equivalent</u>	5
English <u>4</u> / Composition	5

Electives may include the following:

American Experience Through Literature	5
<u>American Literature</u>	<u>5</u>
<u>British and World Literature</u>	<u>5</u>
English Fundamentals	5
English Skills Review	5
Modern Literature	5
Power Reading	5
<u>Reading / Advanced</u>	<u>5</u>
Reading Improvement	5
<u>Transitional English</u>	<u>5</u>
World Literature	5
Basic Reading	5

MATHEMATICS 20

Required

Math 1	5
Math 2	5
Math 3	5
Practical Math or	
Pre-Algebra A & B or	
Pre-Geometry A & B	
<u>Algebra 1 A/B</u>	<u>10</u>

Electives may include the following:

Algebra 1 A & B	5
<u>Consumer / Practical Math</u>	<u>5</u>
Geometry 1 A & B	10
<u>Math A/B</u>	<u>10</u>
Pre-Algebra A & B	5

SOCIAL STUDIES		30
Required		
Consumer Economics or	5	
Economics		
<u>Economics or Consumer Economics</u>	<u>5</u>	
U.S. Government	5	
U.S. History 1	5	
U.S. History 2	5	
World History, Geography & Culture 1	5	
World History, Geography & Culture 2	5	
 SCIENCE / HEALTH		 25
Required		
 <u>May include the following:</u>		
Health	5	
Life Science 1	5	
Life Science 2	5	
Physical / Earth Science 1	5	
Physical / Earth Science 2	5	
 FINE ARTS / MODERN AND CLASSICAL LANGUAGES		 10
 <u>May include the following:</u>		
Introduction to the Visual Arts	5	
Introduction to the Performing Arts	5	
Or		
Any Modern and Classical Language	10	
 LIFE SKILLS ELECTIVES		 10 5
Any two of the following		
<u>May include the following:</u>		
<u>Basic Study Skills</u>	<u>5</u>	
Career Planning	5	
<u>Computer Applications</u>	<u>5</u>	
Effective Parenting	5	
Guidance & Learning Skills	5	
Interpersonal Communication	5	
Psychology	5	
<u>ROP Classes</u>	<u>5</u>	
 GENERAL ELECTIVES		 35 40
<u>May not include PE</u>		
	 TOTAL	 <u>170</u>

~~Passage, of the Test of Essential Skills~~

State-mandated proficiency tests (until 2005): Tests of Essential Skills (reading, language, writing, math)

After June 30, 2005: CAHSEE

COMMENT: The revisions reflect the State mandated changes in high school diploma including Algebra, high school exit exam, and general graduation requirements in the State of California. Students enrolled in the Reading Lab may earn 5 credits for every year of improvement up to 7.5. These credits would be counted under their general elective credits.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/04

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: ACCEPTANCE OF GIFTS - 2004-05

RECOMMENDATION NO. A.07

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$95,929.83 presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2004-2005 income and appropriations by \$95,330.63, as described on the attached listing.

COMMENT: The value of all non-cash gifts has been determined by the donors.

AGENDA

NOTE: The list of gifts is available on the District's website, www.smmusd.org, as a pdf file; to view the gift report:

- 1) go to www.smmusd.org
- 2) click on "Board Meetings"
- 3) scroll to the date for this meeting
- 4) click on 11-18gift.pdf

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

School/Site Account Number	Gift Amount	In-kind Value	Donor	Purpose
JAMS	\$ 272.35		Coca-Cola Bottling Co.	General Supplies & Materials - P.E. Dept.
01-90120-0-00000-00000-8699-011-0000	\$ 100.00		Debora & Michael Nagata	General Supplies & Materials - Adopt Musician Scholarship
Adult Education				
11-90120-0-00000-00000-8699-090-0000				
Alternative (SMASH)	\$ 4,000.00		SMASH PTSA	Copier Maintenance Agreements
01-90120-0-00000-00000-8699-009-0000				
Cabrillo				
01-90120-0-00000-00000-8699-017-0000				
PTA Reim. - Resource #90150				
CDS		\$ 303.00	Pat Barrett	Refrigerator for Cal-Safe Program/Child Care
12-90120-0-00000-00000-8699-070-0000		\$ 200.00	Gleam O. Davis	Bookshelf, Table, Chairs, Books, Toys for Preschool Program
Edison	\$ 867.00		Bertram & Raquel Lewitt	Computer for Room 6
01-90120-0-00000-00000-8699-001-0000				
PTA Reim. - Resource #90150	\$ 1,000.00		Edison PTA	Noon Aides, Hourly
Franklin				
01-90120-0-00000-00000-8699-002-0000				
PTA Reim. - Resource #90150				
Grant		\$ 96.20	The Nassi Group, LLC	Erasable Colored Pencils for Classroom #37
01-90120-0-00000-00000-8699-003-0000				
Lincoln				
01-90120-0-00000-00000-8699-012-0000				
Malibu High School	\$ 480.00		White Studios	General Supplies & Materials - Graduation
01-90120-0-00000-00000-8699-010-0000	\$ 381.00		Various Parents	Field Trip Transportation
Shark Fund - Resource #90141				
McKinley				
01-90120-0-00000-00000-8699-004-0000				
Muir	\$ 216.00		John Muir PTA	Field Trip Transportation
01-90120-0-00000-00000-8699-005-0000	\$ 45.00		Jennifer Repo	Equipment
	\$ 40.00		County of Los Angeles	Equipment
	\$ 30.00		Edison International	Equipment

School/Site Account Number	Gift Amount	In-kind Value	Donor	Purpose
Olympic HS 01-90120-0-00000-00000-8699-014-0000				
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 2,666.77 \$ 159.90		Various Capistrano's Restaurance	5th Grade Science Camp General Supplies & Materials
PTA Reim. - Resource #90150				
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 40,000.00 \$ 30,000.00		First Federal Bank Roosevelt Booster Club	Teacher, Spec. Serv-Class, Teacher Subs, Conferences Teachers, Monthly (Drown Foundation)
PTA Reim. - Resource #90150				
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 600.00 \$ 122.61		UCLA Coca-Cola Bottling Co.	General Supplies & Materials General Supplies & Materials - P.E. Dept.
Barnum Hall 01-91150-0-00000-00000-8699-015-0000				
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000	\$ 14,350.00		Various Parents	4th Grade Field Trip to Catalina
PTA Reim. - Resource #90150				
Webster 01-90120-0-00000-00000-8699-008-0000				
PTA Reim. - Resource #90150				
Others:				
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000				
Educational Services 01-90120-0-00000-00000-8699-030-0000				
Student & Family Services 01-90120-0-00000-00000-8699-040-0000				
Special Education 01-90120-0-00000-00000-8699-044-0000				
Food & Nutrition Services 01-90120-0-00000-0000-8699-057-0000				
District 01-90120-0-00000-00000-8699-090-0000				
TOTAL	\$ 95,330.63	\$ 599.20		

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 31,506.06	\$ 372.35	\$ 31,878.41	\$ 750.00	\$ -	\$ 750.00
Adult Education 11-90120-0-00000-00000-8699-090-0000	\$ 225.00	\$ -	\$ 225.00	\$ -	\$ -	\$ -
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000	\$ -	\$ 4,000.00	\$ 4,000.00	\$ -	\$ -	\$ -
Cabrillo 01-90120-0-00000-00000-8699-017-0000	\$ 3,530.71	\$ -	\$ 3,530.71	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDS 12-90120-0-00000-00000-8699-070-0000	\$ -	\$ -	\$ -	\$ -	\$ 503.00	\$ 503.00
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 250.00	\$ 867.00	\$ 1,117.00	\$ 300.00	\$ -	\$ 300.00
PTA Reim. - Resource #90150	\$ 14,093.00	\$ 1,000.00	\$ 15,093.00	\$ 400.00	\$ -	\$ -
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 332.18	\$ -	\$ 332.18	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grant 01-90120-0-00000-00000-8699-003-0000	\$ 326.39	\$ -	\$ 326.39	\$ -	\$ 96.20	\$ 96.20
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 7,150.79	\$ -	\$ 7,150.79	\$ -	\$ -	\$ -
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 8,175.31	\$ 861.00	\$ 9,036.31	\$ -	\$ -	\$ -
Malibu Shark Fund - Resource #90141	\$ 30,000.00	\$ -	\$ 30,000.00	\$ -	\$ -	\$ -
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 3,329.42	\$ -	\$ 3,329.42	\$ -	\$ -	\$ -
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 25,543.97	\$ 331.00	\$ 25,874.97	\$ -	\$ -	\$ -
Olympic HS 01-90120-0-00000-00000-8699-014-0000	\$ 150.00	\$ -	\$ 150.00	\$ -	\$ -	\$ -
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 3,381.92	\$ 2,826.67	\$ 6,208.59	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 2,112.00	\$ 70,000.00	\$ 72,112.00	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ 63,083.02	\$ -	\$ 63,083.02	\$ -	\$ -	\$ -

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 27,261.60	\$ 722.61	\$ 27,984.21	\$ -	\$ -	\$ -
	<i>[See Below for Barnum Hall]</i>					
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000	\$ 2,500.00	\$ 14,350.00	\$ 16,850.00	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -			
Webster 01-90120-0-00000-00000-8699-008-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ALL OTHER LOCATIONS:						
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000	\$ 25,000.00	\$ -	\$ 25,000.00	\$ -	\$ -	\$ -
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 10,000.00	\$ -	\$ 10,000.00	\$ 500.00	\$ -	\$ 500.00
Student and Family Support Services 01-90120-0-00000-00000-8699-041-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education 01-90120-0-00000-00000-8699-044-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food & Nutrition Services 01-90120-0-00000-00000-8699-070-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District 01-90120-00000-0-00000-8699-090-0000	\$ -	\$ -	\$ -	\$ -		\$ -
TOTAL GIFTS	\$ 257,951.37	\$ 95,330.63	\$ 353,282.00	\$ 1,950.00	\$ 599.20	\$ 2,149.20
BARNUM HALL - Current Year	Y-T-D Gifts	Current Gifts	Cumulative Gifts	Prev. In-Kind Gifts	Current In-Kind Gifts	Cumulative In-Kind
01-91150-0-00000-00000-8699-015-0000	\$ -	\$ -	\$ -	Organ (Belt) (Est.)		\$ 250,000.00
Previous Years' Gifts				Organ (Dollinger)		350,000.00
2003-04	\$ 7,616.11					
2002-03	\$ 125,376.04					
2001-02	\$ 66,200.00					
2000-01	\$ 137,863.00					
1999-00	\$ 175,700.00					
1998-99	\$ 10,945.00				n/a	
1997-98	\$ 26,645.00				n/a	
TOTAL CASH GIFTS FOR BARNUM HALL	\$ 550,345.15					\$ 250,000.00
Total Cash Gifts for District, incl. Barnum Hall:		\$ 95,330.63				

TO: BOARD OF EDUCATION ACTION/CONSENT
11/18/04
FROM: JOHN E. DEASY/WINSTON BRAHAM/VIRGINIA I. HYATT
RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from October 28 through November 9, 2004 for fiscal year 2004-2005.

AGENDA

NOTE: The Purchase Order list is not available in the electronic agenda. It is printed in the published agenda. It is available for public review in the Office of the Superintendent and as part of the public copies of the agenda, which are available at the meeting.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF NOVEMBER 18, 2004

PAGE 1

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
*** CHANGED PURCHASE ORDERS ***					
512932	HOLT RINEHART & WINSTON	BOOK PRICE INCREASE	LINCOLN MIDDLE SCHOOL	1,762.04	R
513072	KINKO'S	ADDITIONAL PROGRAMS	SANTA MONICA HIGH SCHOOL	961.49	U
513070	MODERN CURRICULUM PRESS	BOOK PRICE INCREASE	FRANKLIN ELEMENTARY SCHOOL	79.71	R
513063	PRENTICE HALL SCHOOL DIVISION	BOOK PRICE INCREASE	MALIBU HIGH SCHOOL	525.51	R
** CHANGED PURCHASE ORDERS TOTAL:				3,328.75	
*** NEW PURCHASE ORDERS ***					
513025	3M LIBRARY SECURITY SYSTEM	3M Security System Agreement	SANTA MONICA HIGH SCHOOL	496.60	U
512921	AAA CONTAINERS & EQUIP SALES	EARTHQUAKE CARGO CONTAINER	ROOSEVELT ELEMENTARY SCHOOL	3,269.35	R
513113	AAHS ENGRAVING	PLAQUE/M. JORDAN	BOE/SUPERINTENDENT	151.95	U
513043	ACT GROUP	Maintenance Agreement	ROOSEVELT ELEMENTARY SCHOOL	695.00	R
512989	ADDISON-WESLEY-LONGMAN/PEARSON	TEXTBOOKS	MALIBU HIGH SCHOOL	4,287.20	R
513068	ANIXTER BROS INC	Ethernet cable	JOHN ADAMS MIDDLE SCHOOL	116.65	R
513003	ARCH WIRELESS	PAGER SERVICE/RENTAL/ GROUNDS	FACILITY OPERATIONS	181.44	U
513015	ASCD	PROFESSIONAL BOOKS	CURRICULUM AND IMC	58.12	U
513040	ASCD	DUES AND MEMBERSHIPS	BOE/SUPERINTENDENT	189.00	U
513086	ASCD	MEMBERSHIP FOR ASCD	WILL ROGERS ELEMENTARY SCHOOL	79.60	U
513066	ASSOCIATION OF CALIFORNIA	MEMBERSHIP	CURRICULUM AND IMC	1,088.00	U
513114	ASSOCIATION OF CALIFORNIA	OPEN ORDER/ADVERTISING	PERSONNEL COMMISSION	1,000.00	U
513093	BARNES & NOBLE/SANTA MONICA	OPEN ORDER/BOOKS	CHILD DEVELOPMENT CENTER	50.00	CD
513041	BEN'S ASPHALT & MAINTENANCE	REPAINT BASKETBALL COURT	FACILITY MAINTENANCE	429.00	R
513159	BMC INC	REPAIR FAX MACHINE	CURRICULUM AND IMC	108.25	U
513024	BOISE CASCADE OFFICE/PAPER	XEROX PAPER FOR SCHOOL	WEBSTER ELEMENTARY SCHOOL	2,500.00	R
513039	BOISE CASCADE OFFICE/PAPER	COPIER PAPER	SANTA MONICA HIGH SCHOOL	2,026.44	R
513108	BORDERS BOOKS & MUSIC	OPEN ORDER/LIBRARY BOOKS	SANTA MONICA HIGH SCHOOL	400.00	R
513116	BORDERS BOOKS & MUSIC	BOOKS	SANTA MONICA HIGH SCHOOL	476.30	R
513052	BSN SPORTS/SPORT SUPPLY GROUP	VOLLEYBALL NET	FRANKLIN ELEMENTARY SCHOOL	31.83	R
513095	BSN SPORTS/SPORT SUPPLY GROUP	P. E. SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	2,122.24	R
512954	BUSINESS PRINTING AND IMAGING	BUSINESS CARDS	CHILD DEVELOPMENT CENTER	31.85	CD
512120	CANON BUSINESS SOLUTIONS	MAINTENANCE AGREEMENT	PT DUME ELEMENTARY SCHOOL	1,736.00	R
512229	CANON BUSINESS SOLUTIONS-WEST	CANON COPIER MAINTENANCE AGRMT	SMASH SCHOOL	1,764.00	R
512958	CANON BUSINESS SOLUTIONS-WEST	ANNUAL MAINTENANCE	CHILD DEVELOPMENT CENTER	204.00	CD
512961	CANON BUSINESS SOLUTIONS-WEST	ANNUAL MAINTENANCE AGREEMENT	CHILD DEVELOPMENT CENTER	1,486.80	CD
512973	CANON BUSINESS SOLUTIONS-WEST	ANNUAL MAINTENANCE AGREEMENT	CHILD DEVELOPMENT CENTER	1,102.20	CD
513012	CANON BUSINESS SOLUTIONS-WEST	MAINTENANCE AGREEMENT	SANTA MONICA HIGH SCHOOL	512.40	U
513165	CANON BUSINESS SOLUTIONS-WEST	REPAIR COPIER	OLYMPIC CONTINUATION SCHOOL	150.00	U
513101	CATALINA ISLAND CAMPS INC	4TH GRADE FIELD TRIP	PT DUME ELEMENTARY SCHOOL	12,851.00	R
513096	CLASSROOMDIRECT.COM	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	134.03	CD
513032	COASTAL ENTERPRISES	REORDER PE TEE SHIRTS	SAMOHI STUDENT STORE	59.00	U
513031	COCA COLA BOTTLING COMPANY OF	DRINKS FOR RESALE	SAMOHI STUDENT STORE	1,500.00	U
512969	COMET SCHOOL SUPPLIES	SCIENCE LAB BOOKS FOR RESALES	SAMOHI STUDENT STORE	1,120.68	U
512997	COMPLETE BUSINESS SYSTEMS	Copier Supplies	ROOSEVELT ELEMENTARY SCHOOL	823.14	U
513038	COMPLETE BUSINESS SYSTEMS	KEY COUNTER FOR DUPLO MACHINE	JOHN ADAMS MIDDLE SCHOOL	860.59	U
513142	COMPLETE BUSINESS SYSTEMS	DUPLO AGREEMENT 330L	LINCOLN MIDDLE SCHOOL	675.00	U
513158	COMPLETE BUSINESS SYSTEMS	COPIER SUPPLIES/ADMIN	JOHN ADAMS MIDDLE SCHOOL	522.04	U
512996	COMPUSA	SOFTWARE	OLYMPIC CONTINUATION SCHOOL	153.73	U
512966	COPELAND, BARBARA	MILEAGE REIMBURSEMENT	SPECIAL EDUCATION REGULAR YEAR	500.00	R
513078	CORPORATE EXPRESS	OPEN ORDER/INST SUP/8TH CORE	JOHN ADAMS MIDDLE SCHOOL	100.00	R
513088	CORPORATE EXPRESS	FURNITURE FOR NEW ACCT. TECH	FOOD SERVICES	871.03	F

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF NOVEMBER 18, 2004

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 SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
513119	CORPORATE EXPRESS	OPEN ORDER/INST SUP/RESOURCE	JOHN ADAMS MIDDLE SCHOOL	50.00	R
512943	CORPORATE EXPRESS/US OFFICE	4 DRAWER FILE CABINET	WEBSTER ELEMENTARY SCHOOL	192.69	U
513098	CURRICULUM ASSOC INC	INSTRUCTIONAL MATERIALS	MCKINLEY ELEMENTARY SCHOOL	1,607.10	R
512981	DALE SEYMOUR PUBLICATIONS	INSTRUCTIONAL MATERIALS	LINCOLN MIDDLE SCHOOL	261.56	R
513000	DELPHIN COMPUTER SUPPLY	PRINT CARTRIDGE FOR FAX	PT DUME ELEMENTARY SCHOOL	292.28	U
512992	DICKERSON EMPLOYEE BENEFITS	LOAN OUT SERVICES/DICKERSON	INSURANCE SERVICES	6,500.00	U
512979	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	198.17	R
513100	DURHAM TRANSPORTATION	BUSES FOR FIELD TRIP	PT DUME ELEMENTARY SCHOOL	1,549.46	R
513021	E. SAM JONES DISTRIBUTOR INC.	LAMP BULBS	GRANT ELEMENTARY SCHOOL	67.22	U
513141	ECOLINE INDUSTRIAL SUPPLY	CUSTODIAN SUPPLIES PEST CONT	FACILITY OPERATIONS	188.87	U
513007	EDUCATIONAL DIRECTORIES INC	REFERENCE BOOK	SANTA MONICA HIGH SCHOOL	178.20	R
512962	EDUCATORS PUBLISHING COMPANY	BOOKS FOR GINA KITTEL	SPECIAL EDUCATION REGULAR YEAR	151.13	R
513147	EPSON ACCESSORY INC.	Printer	BUSINESS SERVICES	560.17	R
513166	F K M COPIER PRODUCTS	FAX CARTRIDGE	PURCHASING/WAREHOUSE	115.83	U
513008	FIRST STUDENT	BUS TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,644.38	U
513160	FRANKLIN COVEY	NON-INSTRUCTIONAL MATERIALS	EMPLOYEE RELATIONS	2,392.06	U
512259	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	4,000.00	U
512791	GALE SUPPLY CO	CUSTODIAL SUPPLIES	LINCOLN MIDDLE SCHOOL	342.83	U
512851	GALE SUPPLY CO	CUSTODIAL SUPPLIES	EDISON ELEMENTARY SCHOOL	925.81	U
512928	GALE SUPPLY CO	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	337.42	U
512980	GALE SUPPLY CO	FLOOR MATS	MALIBU HIGH SCHOOL	285.78	R
512990	GALE SUPPLY CO	CUSTODIAL SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	814.69	U
512999	GALE SUPPLY CO	CUSTODIAL SUPPLIES	PT DUME ELEMENTARY SCHOOL	137.91	U
513019	GALE SUPPLY CO	CUSTODIAL SUPPLIES	GRANT ELEMENTARY SCHOOL	500.28	U
513048	GALE SUPPLY CO	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	24.03	U
512984	GATEWAY 2000 MAJOR ACCOUNTS	NEW COMPUTER	FACILITY MAINTENANCE	1,584.78	R
513002	GATEWAY 2000 MAJOR ACCOUNTS	COMPUTER	LINCOLN MIDDLE SCHOOL	1,282.76	R
513145	GATEWAY 2000 MAJOR ACCOUNTS	Computer	BUSINESS SERVICES	2,473.46	R
513133	GEORGE'S HARDWARE	OPEN ORDER GROUNDS SUPPLIES	GROUNDS MAINTENANCE	200.00	U
513104	GOLDEN WEST INDUSTRIAL SUPPLY	MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	162.59	R
513131	GOODHEART-WILCOX PUBLISHER	ROP AUTO SUPPLIES	R O P	859.22	R
512942	GREAT SOURCE EDUCATION GROUP	WRITING TEACHER GUIDES	MCKINLEY ELEMENTARY SCHOOL	2,418.10	R
513154	GREAT SOURCE EDUCATION GROUP	TEXTBOOKS	STUDENT SERVICES	205.11	U
513163	HAMPTON-BROWN BOOKS	ELD TEXTBOOKS	SANTA MONICA HIGH SCHOOL	236.15	R
513016	HARALAMBOS BEVERAGE COMPANY	OPEN PO FOR DRINKS	SAMOHI STUDENT STORE	2,000.00	U
513097	HARCOURT BRACE JOVANOVICH	ASSESSMENT GUIDE FOR SCHOOL	WEBSTER ELEMENTARY SCHOOL	119.21	R
513033	IDE, RICHARD	REIMB./HOTEL CHARGES	PERSONNEL COMMISSION	672.00	U
513107	IDEAL OFFICE INTERIORS	ERGONOMIC OFFICE CHAIRS	LINCOLN MIDDLE SCHOOL	1,738.70	R
513115	IMED	DVD	LINCOLN MIDDLE SCHOOL	876.53	R
512986	INSTA-LEARN BY STEP INC	Literacy Materials	ROOSEVELT ELEMENTARY SCHOOL	189.92	R
512998	JOSTENS/DIPLOMAS	DIPLOMAS	OLYMPIC CONTINUATION SCHOOL	210.89	U
513009	JOSTENS/DIPLOMAS	DIPLOMAS	SANTA MONICA HIGH SCHOOL	220.53	R
513065	JUNIOR LIBRARY GUILD	Junior Library Guild books	JOHN ADAMS MIDDLE SCHOOL	103.60	R
512967	KERNS-MABRY, DEBBORAH	CELL PHONE REIMBURSEMENT	SPECIAL EDUCATION REGULAR YEAR	440.00	R
513056	KINKO'S	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	100.00	R
512954	KNOX COMPANY, THE	FIRE SAFETY VAULT	ROOSEVELT ELEMENTARY SCHOOL	423.11	R
513103	KPFF CONSULTING ENGINEERS	SMR. ENGINEER DESIGN-WEBSTER	FACILITY MAINTENANCE	2,500.00	R
513091	LAKESHORE (PICK UP ONLY)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
513167	LAKESHORE (PICK UP ONLY)	INSTRUCTIONAL SUPPLIES	EDISON ELEMENTARY SCHOOL	125.00	R
513004	LAKESHORE CURRICULUM	Cassette Player/CD	ROOSEVELT ELEMENTARY SCHOOL	117.66	U
513143	LAW FIRE PROTECTION SERVICES	OPEN ORDER FIRE EXTINGUISHER	FACILITY OPERATIONS	2,100.00	U

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF NOVEMBER 18, 2004

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SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
513042	LIBRARY STORE INC,THE	LIBRARY SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	72.16	R
512946	LIBRARY VIDEO COMPANY	SOCIAL STUDIES VIDEOS	MCKINLEY ELEMENTARY SCHOOL	507.61	R
513014	LUMELSKAYA,IZABELLA	REFUND TO PARENT FOR MEALS	FOOD SERVICES	42.75	F
513020	MARATHON COPIER SERVICE	SUPPLIES FOR KONICA 7075	WEBSTER ELEMENTARY SCHOOL	70.77	R
512978	MENC PUBLICATIONS	MEMBERSHIP RENEWAL	CURRICULUM AND IMC	153.00	R
512924	MOORE WALLACE NORTH AMERICA	Printer Ribbon	INFORMATION SERVICES	225.24	U
512975	NACAC	MEMBERSHIP	MALIBU HIGH SCHOOL	160.00	R
513087	NASCO WEST - MODESTO	INST SUPPLIES/ART	JOHN ADAMS MIDDLE SCHOOL	757.69	R
513169	NICK RAIL MUSIC	MUSIC SUPPLIES	CURRICULUM AND IMC	729.61	R
513170	NICK RAIL MUSIC	GENERAL MUSIC SUPPLIES	CURRICULUM AND IMC	1,622.13	
512985	NORTH AMERICAN BUSINESS PHONES	Phone & Desi Strips	INFORMATION SERVICES	3,184.79	U
512957	ORCHARD SUPPLY HARDWARE	OPEN ORDER/SCIENCE PROJECTS	CHILD DEVELOPMENT CENTER	100.00	CD
513110	ORIENTAL TRADING CO INC	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	98.34	R
513172	ORKIN EXTERMINATORS	ADDING OLYMPIC CAPE TO CONT.	FOOD SERVICES	300.00	F
513030	OTIS SPUNKMEYER INC	COOKIES FOR RESALE	SAMOHJ STUDENT STORE	1,200.00	U
513051	PEARSON EDUCATION	DRA materials	PT DUME ELEMENTARY SCHOOL	202.03	R
512970	PEARSON EDUCATION #3	TEXTBOOKS	ADULT EDUCATION CENTER	883.16	A
512983	PERMABOUND BOOKS	TEXTBOOKS	MALIBU HIGH SCHOOL	1,296.84	R
513117	PIONEER CHEMICAL CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	63.54	U
513106	RADIO SHACK	WALKIE TALKIES	LINCOLN MIDDLE SCHOOL	97.39	U
513029	RAYVERN LIGHTING	FLOURSCENT LAMPS	WILL ROGERS ELEMENTARY SCHOOL	69.82	U
513099	RAYVERN LIGHTING	FLOURSCENT LAMPS	FRANKLIN ELEMENTARY SCHOOL	229.92	U
513094	REES ELECTRONICS OFFICE	NON-INSTRUCTIONAL/BOOM BOX	CHILD DEVELOPMENT CENTER	54.07	CD
512963	ROSS,JENNIFER	MILEAGE REIMBURSEMENT	SPECIAL EDUCATION REGULAR YEAR	200.00	R
513013	SAMY'S CAMERA	ROP PHOTO SUPPLIES	R O P	462.77	R
511719	SAMY'S CAMERA SHOP	DIGITAL CAMERA	SANTA MONICA HIGH SCHOOL	756.67	R
513102	SAMY'S CAMERA SHOP	ROP PHOTO SUPPLIES	R O P	70.84	R
512964	SCANTRON CORPORATION	MAINTENANCE AGREEMENT	ADULT EDUCATION CENTER	366.97	A
513035	SCHOLASTIC INC	BOOKS FOR SCHOOL	WEBSTER ELEMENTARY SCHOOL	280.35	R
513027	SCHOOL HEALTH CORPORATION	OTOSCOPE	HEALTH SERVICES	328.28	U
512991	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	98.60	U
512974	SEHI COMPUTER PRODUCTS	PRINTER CARTRIDGES	MALIBU HIGH SCHOOL	505.47	R
513118	SEHI COMPUTER PRODUCTS	DIGITAL CAMERA SUPPLIES	SANTA MONICA HIGH SCHOOL	97.92	U
513127	SEHI COMPUTER PRODUCTS	Toner Cartridge-Media Center	WILL ROGERS ELEMENTARY SCHOOL	231.03	U
513156	SEHI COMPUTER PRODUCTS	TONER CARTRIDGE FOR LASERJET	SANTA MONICA HIGH SCHOOL	528.37	U
513055	SMART & FINAL	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	100.00	R
513135	SMART & FINAL	OPEN ORDER/NUTRITIONAL ITEMS	CHILD DEVELOPMENT CENTER	1,000.00	CD
513010	SOCIAL STUDIES SCHOOL SVCS	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	750.00	R
512972	SOUTHWEST SCHOOL SUPPLY	OFFICE SUPPLIES	PT DUME ELEMENTARY SCHOOL	500.00	R
513011	SOUTHWEST SCHOOL SUPPLY	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	392.73	R
513155	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	STUDENT SERVICES	243.32	U
513132	SPARKLETTS WATER CO	OPEN ORDER/DRINGING WATER	CHILD DEVELOPMENT CENTER	500.00	CD
513111	SR. BANITOS	CANCEL PORTAPOTTIES GRANT	FACILITY MAINTENANCE	200.00	R
513123	STAPLES BUSINESS ADVANTAGE	COPY PAPER FOR NEWSLETTER	PT DUME ELEMENTARY SCHOOL	123.73	R
513084	STAPLES DIRECT	OFFICE SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	143.21	U
513146	STAPLES DIRECT	Logitech Mouse	BUSINESS SERVICES	75.76	R
513053	STAPLES/P-U/VENICE/LINCOLN BL	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	150.00	R
513128	STAPLES/P-U/WLA/CUST#240174490	OPEN ORDER/INST SUP/7TH CORE	JOHN ADAMS MIDDLE SCHOOL	173.03	R
513092	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	150.00	CD
513105	TAYLOR ENGINEERING INC.	GRANT ELEM.LEAK DETECTION SVC	FACILITY MAINTENANCE	175.00	R
513028	TREETOP PUBLICATIONS	SUPPLIES FOR ROOM 3	WEBSTER ELEMENTARY SCHOOL	48.50	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF NOVEMBER 18, 2004

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
512995	U S POSTMASTER-SANTA MONICA	Stamps	ROOSEVELT ELEMENTARY SCHOOL	222.00	U
513088	UNITED PARCEL SERVICE	RETURN BOOKS/DELIVERY CHARGES	FRANKLIN ELEMENTARY SCHOOL	35.00	R
513089	UNITED PARCEL SERVICE	RETURN BOOKS/DELIVERY CHARGES	FRANKLIN ELEMENTARY SCHOOL	30.00	R
513077	UNIVERSITY BOOK SERVICE	LIBRARY BOOKS	LINCOLN MIDDLE SCHOOL	203.97	R
512919	US BANK (GOVT CARD SERVICES)	LCD PROJECTOR REPAIR	SANTA MONICA HIGH SCHOOL	108.25	R
513079	US BANK (GOVT CARD SERVICES)	AWARDS	PUBLIC INFORMATION OFFICE	187.75	U
513144	US BANK (GOVT CARD SERVICES)	Simple Software	INFORMATION SERVICES	169.00	U
512965	VONDERLEITH, JADEANE	MILEAGE REIMBURSEMENT	SPECIAL EDUCATION REGULAR YEAR	600.00	R
512956	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING PROJECTS	CHILD DEVELOPMENT CENTER	100.00	CD
513134	WALLACE LABORATORIES	GROUNDS CONTRACT SOIL ANALYSIS	GROUNDS MAINTENANCE	210.00	U
513022	WEATHERPROOFING TECHNOLOGIES	REPAIR ROOF AT ST. JOSEPHS WCC	FACILITY MAINTENANCE	897.00	R
512994	WESTERN GRAPHIX	LAMINATING FOR CLASSROOMS	WEBSTER ELEMENTARY SCHOOL	331.88	R
513082	WOODWIND & THE BRASSWIND, THE	INST MUSIC SUPPLIES/GIFT	JOHN ADAMS MIDDLE SCHOOL	269.88	R
512968	WRIGHT GROUP/MCGRAW-HILL	READING BOOKS FOR KINDERGARTEN	PT DUME ELEMENTARY SCHOOL	82.55	R
513121	XEROX	MAINTENANCE AGR. FOR COPIER	SANTA MONICA HIGH SCHOOL	499.20	U
513023	XEROX CORP/SUPPLIES	Toner	ROOSEVELT ELEMENTARY SCHOOL	704.77	U
513034	XEROX CORP/SUPPLIES	COPIER SUPPLIES	PERSONNEL COMMISION	848.68	U
512643	XEROX CORPORATION	Xerox Maintenance	ROOSEVELT ELEMENTARY SCHOOL	5,034.00	R
** NEW PURCHASE ORDERS TOTAL:				123,064.39	

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/04

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: AMEND CHARGE FOR FINANCIAL OVERSIGHT COMMITTEE

RECOMMENDATION NO. A.09

It is recommended that the Board of Education amend the charge for the Financial Oversight Committee, as delineated in the following documents: Statement of Purpose and 2004-05 Focus.

COMMENTS: At the Board Meeting of November 4, 2004, Board Members reviewed the attached documents as part of Discussion Item D.3, "Amend Charge for Financial Oversight Committee". At the Financial Oversight Committee meeting of September 27, 2004, the members reviewed and approved revisions to these documents. A motion was made and seconded at that meeting, requesting that the Board of Education amend the original charge with these changes. Members will prepare/revise the FOC focus on an annual basis.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

**Santa Monica-Malibu Unified School District
FINANCIAL OVERSIGHT COMMITTEE
Statement of Purpose**

I. Committee Composition

The Financial Oversight Committee (FOC) of the Santa Monica-Malibu Unified School District shall consist of 9 members, appointed by the Board of Education. Appointments will be for three-year terms, such terms to be staggered so that one-third of the members (3) will have terms that expire in any given calendar year.

The Committee will select a chair and vice-chair, who will each serve for a one-year term.

The District's Assistant Superintendent for Fiscal & Business Services will serve as the staff liaison to the FOC, and will be assisted by other District staff as needed. District consultants may be needed to assist in the work of the FOC, depending on data and/or issues being analyzed.

Prior members of the FOC may serve at the request of the Committee as emeritus members of the FOC at the expiration of their term. Such emeritus members are advisory, non-voting members.

II. Criteria for Selection of Committee Members

1. Broad perspective
2. Financial and/or management and/or legal expertise/experience
3. Residing, employed or working within the geographic boundaries of the Santa Monica-Malibu Unified School District
4. Business process orientation
5. Communicates clearly the information resulting from the FOC's work
6. Not currently serving as an elected official

In appointing members, the Board will attempt to have the composition of the FOC reflect the composition of the student population.

III. Application Process

The Board will seek applications to fill vacancies on the Committee on an annual basis. All applications received will be reviewed by the FOC, and recommendations regarding FOC members will be forwarded from the Committee to the Board. The Board appoints members to the Committee.

Applications will be considered valid for a period of one year from the date of receipt, unless withdrawn by the applicant.

All applicants will be asked to provide their professional resume, together with the application form and any other information they may deem relevant. Application forms will be available at the switchboard of the District's administrative offices, 1651 16th Street in Santa Monica, and upon request from the Superintendent's Office.

IV. FOC Roles and Responsibilities

1. Assist the District in educating the general public concerning school finance issues.
2. Assist the District in creating reader friendly budget information.
3. Review any matters potentially having a significant impact on District finances before the Board of Education takes action.
4. Serve as the Measures S Resident Taxpayer Oversight Committee charged with reviewing the District's administration of and compliance with the terms of the Measure, including:
 - a) Ensuring that the revenues raised by Measure S are used for the following purposes:
 - i) To restore programs and replace funds lost or reduced due to State budget cuts;
 - ii) To sustain achievement in reading, writing, and mathematics for all students at all grade levels and to fulfill the District's core curriculum which includes music, arts, and athletics; and,
 - iii) To protect the taxpayers' investment in education and ensure District accountability by providing for resident taxpayer oversight and independent annual audits of revenues and expenditures.
 - b) Overseeing the District's accounting for revenues raised by Measure S, including placing Measure S revenues in a separate account;
 - c) Consulting with the District in the preparation of an Annual Plan for Measure S expenditures for Board action;
 - d) Reviewing the District's annual report to the Board and the Financial Oversight Committee identifying the actual amount of Measure S funds collected and expended, and how these expenditures relate to the Annual Plan approved by the Board; and,
 - e) Reviewing the District's annual independent audit of Measure S revenues and expenditures.
5. Provide monitoring and oversight of the City of Santa Monica joint-use agreement with the District, as per the terms of that contractual agreement.
6. Provide monitoring and oversight of any City of Malibu contributions to the District.
7. Review the District's annual audit and accompanying management letters, and submit any comments or recommendations to the Board of Education.

8. Review the annual budget, enrollment projections, revenue and expenditure forecasts, and the District's capital program, and submit any recommendations to the Board of Education.
9. Serve as liaison to other District committees regarding financial implications of proposed program or policy changes at the direction of the Board.

V. Conflict of Interest

Financial Oversight Committee members shall sign the Conflict of Interest pledge.

VI. FOC Meetings and Procedures

The FOC will meet regularly during the school year. The annual schedule of meetings will be determined at the first meeting of each year. Additional meetings will be scheduled as needed. FOC meetings are subject to State open meeting laws, including timely agenda posting and participation by the public.

The FOC will annually report to the Board on Measure S and other oversight activities.

At the beginning of each fiscal year the FOC will consider and select several objectives related to its purpose, which will serve as the FOC's focus during that year, subject to concurrence by the Board of Education.

The FOC may, as needed, form subcommittees to provide an opportunity for in-depth review.

The FOC may adopt other rules and procedures to govern its operations, including by-laws, subject to review and approval by the Board of Education.

**Santa Monica-Malibu Unified School District
FINANCIAL OVERSIGHT COMMITTEE**

2004-05 Focus

1. Assist staff and the Board to develop and implement an annual District budget preparation schedule, including:
 - a) opportunities for timely review by FOC and the public prior to Board action;
 - b) design of a District budget public education program; and,
 - c) design of a user-friendly budget presentation format.
2. Assist in identifying cost containment strategies for District expenditures.
3. Assist the Board in moving forward with a Master Facilities Plan.

TO: BOARD OF EDUCATION ACTION/CONSENT
11/18/04
FROM: SUPERINTENDENT/WINSTON A. BRAHAM/VIRGINIA I. HYATT
RE: AWARD BID #5.05 FLEET VEHICLES TO DON KOTT FORD

RECOMMENDATION NO. A.10

It is recommended that the Board of Education award Bid #5.05 to Don Kott Ford for fleet vehicle replacement in an amount not to exceed \$57,182.88.

Funding Information

Budgeted: Yes
Fund: 40
Source: Special Reserve
Account number: 40-00000-0-00000-82000-64000-000-1500
Description: Special Reserve - Equipment

COMMENT: This bid will allow the District to replace two fleet vehicles, which are no longer cost effective to repair. These vehicles were scheduled for replacement during the 1999-2000 fiscal year and then canceled, due to budget cuts. This purchase will replace vehicle #33, F250 utility truck, for the Plumbing trade, and vehicle #35, F550 Stakebed, for the Operations Department.

Bids received were within budget, and were sent to three (3) local dealers, one (1) responded with at bid:

Vehicle #33	\$21,607.97
Vehicle #35	\$35,574.91

Bid price above includes all taxes and delivery fees.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
11/18/04
FROM: SUPERINTENDENT/WINSTON A. BRAHAM/VIRGINIA I. HYATT
RE: AWARD BID #5.06 AUDITORIUM SEATING - SCHOOL SPECIALITY,
INC.

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve School Specialities as the awarding contractor for Barnum Hall Seating in an amount not to exceed \$53,152.

Funding Information

Budgeted: Yes
Fund: 21
Source: State School Building Fund
Account number: 21-00000-0-92000-85000-6200-015-2600
Description: Building Improvement

COMMENT: This bid replaces the upper balcony seating and constitutes the final phase of auditorium seating replacement. Somerset Studios was awarded the initial bid (#5.04) during the Board meeting of October 7, 2004 and was unable to acquire bonding for the contract. It is anticipated that the contractor will be able to complete installation by February 11, 2005. Bids were sent to three (3) contractors, one(1)bid response was received.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/WINSTON A. BRAHAM
RE: TRANSFERRING OF FUNDS

ACTION/CONSENT
11/18/04

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve the transfer of funds from Fund 40 - Special Reserve Fund - Capital Outlay Projects to Fund 56 Flex (Capital Service) Fund for the 2004-05 fiscal year to cover the debt service payment due on the District's General Obligation Bonds.

COMMENTS: The Los Angeles County Office of Education (LACOE) requires Board approval to make transfers between funds. This transfer in the amount of \$60,000 is required to cover the costs of interest payments which are due on the District's General Obligation Bonds.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/04

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.13

Unless otherwise noted, all items are included in the 2004/2005 approved budget.

DEPARTMENT CHAIRPERSON ASSIGNMENTS

<u>Name/Location</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
<u>SANTA MONICA HIGH SCHOOL</u>				
Armstrong, Brenda	8 EDU	PE	04/05 SY	\$1,816
Walser, Eric	14 EDU	Science	04/05 SY	<u>\$3,178</u>
			TOTAL	\$4,994

ADDITIONAL ASSIGNMENTS

JOHN ADAMS MIDDLE SCHOOL

Brehm, Kristy	2.8 hrs @\$35.96	10/29/04		Est Hrly/\$100
Jurewicz, Kristin	2.8 hrs @\$35.96	10/29/04		Est Hrly/\$100
Krinski, Hallie	2.8 hrs @\$35.96	10/29/04		Est Hrly/\$100
Murphy, Titia	2.8 hrs @\$35.96	10/29/04		Est Hrly/\$100
Shuman, Lori	2.8 hrs @\$35.96	10/29/04		<u>Est Hrly/\$100</u>
		TOTAL ESTABLISHED HOURLY		\$500

Comment: Chaperone School Dance on 10/29/04
01-Reimbursed by ASB

Ahmadi, Parisa	132 hrs @\$35.96	10/16/04-6/25/05		Est Hrly/\$4,747
Vazquez-Mancini, Carmen	132 hrs @\$35.96	10/16/04-6/25/05		<u>Est Hrly/\$4,747</u>
		TOTAL ESTABLISHED HOURLY		\$9,494

Comment: Saturday Scholars Tutoring (6th & 7th)
01-School Improvement Program, K-6

Ahmadi, Parisa	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Bon, Nancy	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Hart, Matt	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Iwasa, Chris	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
O'Brien, Lourdes	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Post, Joel	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Simmons, Verity	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Tio, Caroline	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Tolin, Gary	10 hrs @\$35.96	10/18/04-6/24/05		Est Hrly/\$360
Torres, Lupe	10 hrs @\$35.96	10/18/04-6/24/05		<u>Est Hrly/\$360</u>
		TOTAL ESTABLISHED HOURLY		\$3,600

Comment: Professional Development meetings for Math Department
01-School Improvement Prog, K-6

Bui, Jasper	23 hrs @\$35.96	9/24/04-6/24/05		<u>Est Hrly/\$827</u>
		TOTAL ESTABLISHED HOURLY		\$827

Comment: Librarian
01-Gifts

ADULT EDUCATION

Jago, Carol 16 hrs @\$40.30 10/1/04-6/30/05 Est Hrly/\$645
TOTAL ESTABLISHED HOURLY \$645

Comment: Correct T.E.S. essays for high school diploma students
11-Adult Education Apportionment

CABRILLO ELEMENTARY

Cairns, John 20 hrs @\$35.96 10/1/04-10/30/04 Est Hrly/\$719
TOTAL ESTABLISHED HOURLY \$719

Comment: CBEDS projects

EDUCATIONAL SERVICES

Cannell, Steve 34 hrs @\$35.96 9/7/04-6/24/05 Est Hrly/\$1,223
Waxberg, Carrie 9 hrs @\$35.96 9/7/04-6/24/05 Est Hrly/\$324
TOTAL ESTABLISHED HOURLY \$1,547

Comment: BTSA Support Provider
01-Stf Dev:Begin Tchr Sup (BTSA)

Daws, Tracy 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
Debeech, Beth 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
Ehrke, Shelly 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
Lanza, Katy 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
Chon, Lee 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
McNulty, Mary Beth 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
Stiver, Susan 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
Gonsalves, Diane 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
Kramer, Katie 1.5 hrs @\$35.96 9/28/04 Est Hrly/\$54
TOTAL ESTABLISHED HOURLY \$486

Comment: Holt Training (Assessment)
Unrestricted Resource

GRANT ELEMENTARY

Hoffman, Heidi 55 hrs @\$35.96 10/18/04-6/24/05 Est Hrly/\$2,000
Hopkins, Miriam 55 hrs @\$35.96 10/18/04-6/24/05 Est Hrly/\$2,000
TOTAL ESTABLISHED HOURLY \$4,000

Comment: Homework Club Teacher
01-School Improvement Prog, K-6

LINCOLN MIDDLE SCHOOL

Asgharzadeh, Rozita 4 hrs @\$35.96 10/23/04 Est Hrly/\$144
Beltran, Tom 4 hrs @\$35.96 10/23/04 Est Hrly/\$144
Gies, Gretchen 4 hrs @\$35.96 10/23/04 Est Hrly/\$144
TOTAL ESTABLISHED HOURLY \$432

Comment: SI Planning-ELD and Highpoint Assessments
01-School Improvement Prog, 7-12

Anderson, Judy 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Baltruzak, Jennifer 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Ehrke, Shelly 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Galante, Nadine 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Hirt, Mary 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Marcos, Eric 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Martinez, Al 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Obusek, John 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Seymour, Robert 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Sinclair, Michele 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Thomas, Sara 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
Valenzuela, Amanda 12 hrs @\$35.96 9/3/04-6/24/05 Est Hrly/\$432
TOTAL ESTABLISHED HOURLY \$5,184

Comment: Dance Supervision
01-Reimbursed by ASB

Vieira, Ron	42 hrs @\$35.96	9/3/04-6/24/05	<u>Est Hrly/\$1500</u>
		TOTAL ESTABLISHED HOURLY	\$1,500
Comment:	Grade Level Coordinator (6th Grade) 01-School Improvement Prog, 7-12		
Sinclair, Michele	42 hrs @\$35.96	9/3/04-6/24/05	<u>Est Hrly/\$1500</u>
		TOTAL ESTABLISHED HOURLY	\$1,500
Comment:	Grade Level Coordinator (7th Grade) 01-School Improvement Prog, 7-12		
Anderson, Judy	14 hrs @\$35.96	9/3/04-6/24/05	Est Hrly/\$500
Lee, Chon	14 hrs @\$35.96	9/3/04-6/24/05	Est Hrly/\$500
Hotz, Diane	14 hrs @\$35.96	9/3/04-6/24/05	<u>Est Hrly/\$500</u>
		TOTAL ESTABLISHED HOURLY	\$1,500
Comment:	Grade Level Coordinator (8th Grade) 01-School Improvement Prog, 7-12		
Hirt, Mary	160 hrs @\$58.89	10/11/04-6/24/05	<u>Own Hrly/\$9,422</u>
		TOTAL OWN HOURLY	\$9,422
Comment:	Extra 6th period 01-Unrestricted Resource		
Asgharzadeh, Rozita	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Barker, Alison	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Gies, Gretchen	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Kiehm, Monique	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Kramer, Katie	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
McNulty, Mary Beth	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
O'Brien, Marianna	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Santomieri, Amy	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Stauffer, Nathaniel	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Thomas, Sara	24 hrs @\$35.96	10/23/04	Est Hrly/\$863
Young, Frances	24 hrs @\$35.96	10/23/04	<u>Est Hrly/\$863</u>
		TOTAL ESTABLISHED HOURLY	\$9,493
Comment:	Saturday School Program 01-Unrestricted Resource		
<u>MALIBU</u>			
Poole, William	183 hrs @\$60.14	9/3/04-6/24/05	<u>Own Hrly/\$11,006</u>
		TOTAL OWN HOURLY	\$11,006
Comment:	Wood Ship 01-Unrestricted Resource		
<u>PT DUME MARINE SCIENCE</u>			
Harris, Kenneth	90 hrs @\$35.96	10/1/04-6/30/05	<u>Est Hrly/\$3,236</u>
		TOTAL ESTABLISHED HOURLY	\$3,236
Comment:	Technology support for students during lunch and after school and technology support for teachers and school-based projects		
<u>WILL ROGERS ELEMENTARY</u>			
Contreras, Sitara	40 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$1,438
Hamilton, LaDawna	40 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$1,438
Marmolejo, Yoli	40 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$1,438
Mindinueto, Darwin	40 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$1,438
Salcedo, Rebecca	40 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$1,438
Witt, Carl	40 hrs @\$35.96	10/01/04-6/24/05	<u>Est Hrly/\$1,438</u>
		TOTAL ESTABLISHED HOURLY	\$8,628
Comment:	GLT Facilitators - Leadership Roles 04/05 01-School Improvement Prog, K-6		

Borquez, Catherine	20 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$719
Braff, Sarah	20 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$719
Hensel, Katja	20 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$719
Klein, Joan	20 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$719
Reid, Roberta	20 hrs @\$35.96	10/01/04-6/24/05	<u>Est Hrly/\$719</u>
		TOTAL ESTABLISHED HOURLY	\$3,595

Comment: TLC Facilitators - Leadership Roles 04/05
01-School Improvement Prog, K-6

Demopoulos, Katherine	40 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$1,438
Jones, Tristen	40 hrs @\$35.96	10/01/04-6/24/05	Est Hrly/\$1,438
Wyse, Chrysta	40 hrs @\$35.96	10/01/04-6/24/05	<u>Est Hrly/\$1,438</u>
		TOTAL ESTABLISHED HOURLY	\$4,314

Comment: ILT Facilitators - Leadership Roles 04/05
01-School Improvement Prog, K-6

SANTA MONICA HIGH SCHOOL

Gleason, Beverly	30 hrs @\$35.96	9/1/04-6/30/05	Est Hrly/\$1,079
Sene, Fabrice	4 hrs @\$35.96	9/1/04-6/30/05	Est Hrly/\$144
Veral, Ramon	12 hrs @\$35.96	9/1/04-6/30/05	<u>Est Hrly/\$432</u>
		TOTAL ESTABLISHED HOURLY	\$1,655

Comment: Math Placement Testing
01-Unrestricted Resource

McKeown, Kevin	30 hrs @\$35.96	7/1/04-1/28/05	<u>Est Hrly/\$1,079</u>
		TOTAL ESTABLISHED HOURLY	\$1,079

Comment: Music (Band) Teacher
01-Unrestricted Resource

Beeman-Solano, Amy	21 hrs @\$35.96	9/1/04-10/15/04	<u>Est Hrly/\$755</u>
		TOTAL ESTABLISHED HOURLY	\$755

Comment: SLC Workshops/Teacher Leader Meetings
01-Other Federal

Adams, Laura	32 hrs @\$35.96	10/11/04-6/30/05	Est Hrly/\$1,151
Faas, Kathleen	32 hrs @\$35.96	10/11/04-6/30/05	<u>Est Hrly/\$1,151</u>
		TOTAL ESTABLISHED HOURLY	\$2,302

Comment: Xinachti Tutoring
01-Other Federal

STUDENT AND FAMILY SUPPORT SERVICES

DelaPena, Rosemary	98 hrs @\$35.96	9/1/04-6/30/05	<u>Est Hrly/\$3,524</u>
		TOTAL ESTABLISHED HOURLY	\$3,524

Comment: Administer California English Language Development test to new students
01-ESEA, Title III-Immigrant Education

Schoessow, Jamar	156 hrs @\$35.96	9/21/04-6/30/05	<u>Est Hrly/\$5,610</u>
		TOTAL ESTABLISHED HOURLY	\$5,610

Comment: Assist school nurses with hearing, vision and scoliosis screenings
01-St Johns:Health Champions

Hammer, Chloe	176 hrs @\$62.33	9/14/04-6/20/05	<u>Own Hrly/\$10,970</u>
		TOTAL OWN HOURLY	\$10,970

Comment: One-on-one tutoring one period daily per mediation agreement
01-Special Education

Kittel, Gina	180 hrs @\$62.33	9/07/04-6/20/05	<u>Own Hrly/\$11,219</u>
		TOTAL OWN HOURLY	\$11,219

Comment: Sixth Period
01-Special Education

Janulaitis, Donna 8 hrs @\$35.96 10/11/04 Est Hrly/\$288
TOTAL ESTABLISHED HOURLY \$288

Comment: Translate IEP's and language assessment
01-Special Education

HOURLY TEACHERS

ADULT EDUCATION

Moscoso, Xavier 204 hrs @\$40.30 10/10/04-6/30/05 Est Hrly/\$8,221
TOTAL ESTABLISHED HOURLY \$8,221

Comment: Computer Teacher
11-PL105-22 Engl Literacy/Civics

EXTENDED DUTY UNITS

<u>LOCATION</u>	<u>RATE</u>	<u>ACTIVITY</u>	<u>EFFECTIVE</u>	<u>TOTAL</u>
<u>MALIBU HIGH SCHOOL</u>				
Baldwin, Robyn	12 units @\$227	JV Girls V.B.	8/04-11/04	\$2,724
DeLeo, Nicholas	12 units @\$227	JV Football	8/04-11/04	\$2,724
Gonzalez, Jennifer	12 units @\$224	JV Cross Country	8/04-11/04	\$2,724
Lawson, Richard	13 units @\$224	Var Summer Cond	8/04-11/04	\$2,951
Lawson, Richard	13 units @\$224	Varsity Football	8/04-11/04	\$2,951
Mulligan, Michael	13 units @\$227	Var Boys Waterpolo	8/04-11/04	\$2,951
Segesman, Timothy	12 units @\$224	JV Boys Waterpolo	8/04-11/04	\$2,724
Silva, Alfredo	8 units @\$224	Football Asst	8/04-11/04	<u>\$1,816</u>
		TOTAL EXTENDED DUTY UNITS		\$21,565
		01-Unrestricted Resource		
Bersch, Kirsten	6 units @\$227	Rehearsing and	04/05 SY	\$1,362
Fedderson-France, Deanna	6 units @\$227	conducting Holiday & Spring Concerts	04/05 SY	\$1,362
McKeown, Kevin	6 units @\$227	auditioning honor	04/05 SY	\$1,362
Lockrem, Bonnie	4 units @\$227	orchestra students,	04/05 SY	\$908
Loyd, Alan	6 units @\$227	conducting Stairway	04/05 SY	\$1,362
Ravaglioli, Steve	6 units @\$227	and working assembly	04/05 SY	\$1,362
Tellier, Bruce	6 units @\$227	and Vendor nights	04/05 SY	<u>\$1,362</u>
		TOTAL EXTENDED DUTY UNITS		\$9,080
		01-Local Parcel Tax-Measure S		

TOTAL ESTABLISHED HOURLY, OWN HOURLY, EXTENDED DUTY UNITS
DEPARTMENT CHAIRPERSON ASSIGNMENTS = \$162,890

SUBSTITUTE TEACHERS

	<u>Effective</u>
<u>ADULT EDUCATION</u> (@\$35.96 hourly rate)	
Saunders, Candace	9/20/04-6/30/05
Thobe, Christie	9/28/04-6/30/05

<u>CHILD DEVELOPMENT CENTER</u> (@\$14.39 hourly rate)	
Cerrato, Wendy	9/7/04
Gheewala, Mehram	9/7/04
Hentschell, Denise	9/3/04
Nichols, Sharon	9/7/04
Prosser, Thelma	9/3/04

<u>LONG-TERM SUBSTITUTES</u> (@\$186 daily rate)	
Fels, Abigail	10/18/04-10/29/04

PREFERRED SUBSTITUTES

(@\$144 daily rate)	
Brown, Larissa	10/28/04
delaPena, Rose	9/1/04
Gomez, Carolina	10/19/04

REGULAR DAY-TO-DAY SUBSTITUTES

(@\$122 Daily Rate)	
Beauvy, Tony	10/12/04
Biers, Karen	10/25/04
Braun, Jesse	10/25/04
Fong, Winnie	10/25/04
Handelman, Catherine	10/25/04
Medhus-Teitell, Margaret	10/22/04
Mizel, Julia	10/22/04
Mizzone, Vanessa	10/25/04
Nelson, Kristin	10/25/04
Taylor, Christian	10/22/04
Zahedi, Faye	10/22/04

CHANGE IN ASSIGNMENT

<u>Name/Assignment</u>	<u>Effective</u>
<u>Location</u> Abbott, Julie Cotsen Foundation Mentor <u>From:</u> Will Rogers Elementary/4th gr <u>To:</u> Cotsen Foundation Mentor	9/3/04
Bryant, Shirley SDC/IS <u>From:</u> District <u>To:</u> Lincoln MS	9/3/04
Kleis, Heidi Malibu <u>From:</u> District, Coordinator-Special Education <u>To:</u> Malibu/RSP Teacher	9/3/04
Laufer, Lorraine Franklin Elementary School/Resource Teacher <u>From:</u> 100% <u>To:</u> 60%	9/3/04-9/24/04
Powell, Chrysta Cotsen Foundation Mentor <u>From:</u> Will Rogers Elementary/1st gr <u>To:</u> Cotsen Foundation Mentor	9/3/04
Serapiglia, Anne Will Rogers Elementary/RSP Class <u>From:</u> 60% <u>To:</u> 50%	9/3/04

PROBATIONARY CONTRACTS

<u>Name/Assignment</u>	<u>Not to Exceed</u>	<u>Effective</u>
Crystal, Jan McKinley Elem/SDC-IS	100%	9/3/04
McNamara, Cheryl Franklin Elementary/K-1	100%	9/3/04

TEMPORARY CONTRACTS

<u>Name/Assignment</u> <u>Location</u>	<u>Not to</u> <u>Exceed</u>	<u>Effective</u>
Corsun, Danny Franklin Elementary/SDC	100% [rehire Temp III]	9/3/04-6/24/05
Devincentis-Waul, Erminia SAMOHI/SDC	100% [replacing J. Montanez]	9/3/04-6/24/05
Fuller, Anthony Olympic	100% [rehire Temp III]	9/3/04-6/20/05
Moen, JoDee Malibu HS/SDC-NS	100% [rehire]	9/3/04-6/20/05
Pitts, Greg SAMOHI/SDC	100% [rehire]	9/3/04-6/20/05
Pusey, Jonathan SAMOHI/SDC	100% [rehire Temp IV]	9/3/04-6/20/05
Stevens, Stephanie Franklin Elementary/1st	100% [L. Lobos on leave of absence]	9/3/04-1/5/05
Tarbell, Harlan Olympic/SDC-NS	100% [rehire Temp VI]	9/3/04-6/20/05

LEAVES OF ABSENCE (with pay)

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Barba-Castro, Graciela Will Rogers Elementary	9/3/04-10/31/04 [maternity]
Beeman-Solano, Amy SAMOHI	10/25/04-12/10/04 [maternity]
Bushman, Julie Lincoln MS	10/12/04-10/21/04 [personal]
Hinshaw, Carol John Muir Elementary	9/13/04-10/8/04 [medical]
Levin, Debra Roosevelt Elementary	9/3/04-11/9/04 [maternity]
Lobos, Lisa Franklin Elementary	9/3/04-10/4/04 [maternity]
Rodionoff, Carolyn SAMOHI	9/3/04-11/2/04 [medical]
Tymchuk, Marilyn Special Education	9/3/04-2/18/05 [medical]

LEAVES OF ABSENCE (without pay)

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Barba-Castro, Graciela Will Rogers Elementary	11/1/04-12/17/04 [family care]
Beeman-Solano, Amy SAMOHI	12/13/04-1/28/054 [family care]
Bushman, Julie Lincoln MS	12/13/04-12/17/04 [personal]
Levin, Debra Roosevelt Elementary	11/10/04-6/24/05 [family care]
Lobos, Lisa Franklin Elementary	10/4/04-1/12/05 [family care]

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/04

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: CHANGE IN ASSIGNMENT - ADMINISTRATOR ON LOAN TO
LOS ANGELES COUNTY OFFICE OF EDUCATION - AVID PROGRAM

RECOMMENDATION NO. A.14

It is recommended that the Board of Education ratify and approve the change in assignment for Lise Reilly to Administrator on Loan to Los Angeles County Office of Education, AVID Specialist.

COMMENT: In August, 2004, Los Angeles County Office of Education (LACOE) approached SMMUSD with a proposal to create a position of an "Administrator on Loan" who would work with the AVID program. This position would work with AVID schools throughout Los Angeles County but would provide specific assistance for developing the 5th grade AVID program in Santa Monica - Malibu Unified School District.

As Ms. Reilly, John Adams Middle School Principal, had already begun the year at John Adams Middle School, the contract contains an agreement that LACOE will pay for 83% of the salary and benefits (about 197) days, and SMMUSD will pay the remainder. For SMMUSD's 17% contribution, SMMUSD receives targeted assistance for our 5th Grade AVID Program.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/18/04

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: SPECIAL SERVICES EMPLOYEES

RECOMMENDATION NO. A.15

It is recommended that the following Special Services Employee contracts be approved in accordance with District policies and salary schedules and be assigned pursuant to BP 4213.5. Funding for the positions listed are included in the 2004/05 budget.

ELECTIONS

<u>Name/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>	<u>Rate</u>
Cardenas, Michael Grant Elementary School, instruct students (K-5) in computer technology FUNDING: 01-90150-0-11100-10000-2917-003-1501-100% Reimbursed by PTA	\$9,000	10/1/04-6/30/05	\$30/hr
Farokzadeh, Mersedeh Roosevelt Elementary School, Child therapist will work with individual students as recommended by teachers and also lead a parent discussion group in Farsi to provide understanding FUNDING: 01-72600-0-11100-10000-2917-007-1501-100% School Improvement Prog, K-6	\$25,000	10/22/04-6/24/05	\$40/hr
Glass, Ronald Educational Services, provide woodwind/brass instruction to students who do not have additional instruction outside of district music program at Lincoln Middle School, John Adams Middle Scholl and four (4) Title I schools FUNDING: 01-90830-0-17100-10000-2917-030-1501-34% SMMEF-Dream Winds	\$1,900	10/1/04-6/30/05	\$45/hr + 11.3% non-health benefit
Hsu, Grace Malibu High School, resource for string students one period per day FUNDING: 01-00000-0-11100-10000-2917-010-1501-100% Unrestricted Resource	\$3,000	10/1/04-12/31/04	\$1000/mo
Nelson, Rebecca Special Education, provide psychology intern services as directed and supervised by a School District Psychologist FUNDING: 01-65000-0-50010-31200-2917-042-1501-100% Special Education	\$4,200	10/13/04-6/10/05	\$60/hr

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/RICHARD R. IDE
RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
11-18-04

RECOMMENDATION NO. A.16

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedule.

ELECTION

BOLDEN, DEVYN	INST ASST - SPECIAL ED 5.0 HRS/SY MUIR RANGE: 20 STEP: 01	10-22-04
CUEVA, JEMINA	CAFETERIA WORKER I 3.0 HRS/SY ADAMS RANGE: 11 STEP: 01	11-01-04
ECKENRODE, JAMIE	INST ASST - SPECIAL ED 6.0 HRS/SY MALIBU RANGE: 20 STEP: 04	11-01-04
GAGLIONE, LISA	INST ASST - CLASSROOM 3.3 HRS/SY ADULT ED RANGE: 18 STEP: 01	10-18-04
HENNESSY, VALERIE	INST ASST - SPECIAL ED 5.0 HRS/SY MCKINLEY RANGE: 20 STEP: 01	11-25-04
MARTIN, MARIA	SR OFFICE SPECIALIST 8.0 HRS/12 SAMOHI RANGE: 25 STEP: 01	10-26-04
REYNOSO, BOBBY	INST ASST - SPECIAL ED 6.0 HRS/SY FRANKLIN RANGE: 20 STEP: 01	10-26-04
SPENCER, DEANDRE	BUS DRIVER 7.0 HRS/10 TRANSPORTATION RANGE: 28 STEP: 01	10-15-04
WARD, MAKEVA	ACCOUNTING ASSISTANT II 6.0 HRS/10 MALIBU RANGE: 26 STEP: 01	10-26-04

WORKING OUT OF CLASS

HYATT, DIR OF FISCAL/BUSINESS 10-27-04
VIRGINIA 8.0 HRS/12 FISCAL 02-27-05
FR: DIR OF PURCHASING

MATA, ADMT ASST 09-15-04
ESTELLA 8.0 HRS/12 CLASS PERS 09-30-04
FR: OFFICE SPEC

STIPEND FOR PSAT PROCTOR \$140.00 SAMOHI

DAVIS, GLORIA DATA PROCESSING SPEC 10-16-04
DO, THU HONG INST ASST - SPECIAL ED 10-16-04
EMHARDT, JANA ADMT ASST 10-16-04
FAIRCHILD, KATHLEEN SR OFFICE SPEC 10-16-04
GONZALEZ, OFELIA OFFICE SPEC 10-16-04
HUMPHREY, RAY INST ASST - SPECIAL ED 10-16-04
JONES, CECELIA INST ASST - SPECIAL ED 10-16-04
LE, ANH ACCOUNTING ASST II 10-16-04
PRIETO, BRANDI INST ASST - PE 10-16-04
SLAWTER, MARY SR OFFICE SPEC 10-16-04
STRAHN, YVONNE SR OFFICE SPEC 10-16-04
SWEENEY, PATRICIA INST ASST - SPECIAL ED 10-16-04
TERRY, SYLVIA SR OFFICE SPEC 10-16-04
WASHINGTON, CHANEE SR OFFICE SPEC 10-16-04

STIPEND FOR PSAT PROCTOR \$227.50 SAMOHI

MCGEE, LESLEE ADMT ASST 10-16-04

STIPEND \$200.00 FOR SELLING TICKET AT 4 GAMES

BOLON, ADMT ASST 10-01-04
ANETTE SAMOHI 12-31-04

VOLUNTARY DEMOTION Y-RATED

GLAVIN, CAFETERIA WORKER I 10-11-04
MARY 3.0 HRS/SY MALIBU

~~INVOLUNTARY DEMOTION (MERIT RULE 14.1.4.(A)18~~ PULLED BY STAFF

~~MARRUJO, CAFETERIA WORKER I 11-19-04~~
~~LEONARDO 3.0 HRS/SY CABRILLO~~
~~FR: STOCK & DELIVERY CLERK~~
~~FR: INST ASST - CLASSROOM~~

VOLUNTARY DECREASE IN HOURS

GRIFFIS, INST ASST - SPECIAL ED 10-25-04
CRYSTAL 5.0 HRS/SY SAMOHI
FR: 6.0 HRS/SY LINCOLN

NCREASE IN ASSIGNMENT

TANAMAS,
AYDA INST ASST - SPECIAL ED 10-25-04
5.0 HRS/SY MCKINLEY
FR: 3.5 HRS/SY ADAMS

INVOLUNTARY TRANSFER

ABDULKAREEM,
NEHAL CHILDREN CENTER ASST 09-07-04
3.5 HRS/12 MCKINLEY
FR: 3.5 HRS/12 PINE STREET

BATCHELOR,
EUGENE CAMPUS SECURITY OFFICER 11-01-04
8.0 HRS/10 LINCOLN
FR: SAMOHI

CERON,
GLORIA CHILDREN CENTER ASST 09-07-04
3.5 HRS/SY EDISON
FR: 3.5 HRS/SY ROGERS

GUTIERREZ-ROSALES,
EVANGELINA CHILDREN CENTER ASST 10-01-04
3.5 HRS/SY GRANT
FR: 3.5 HRS/SY EDISON

MENDOZA,
BRENDA CHILDREN CENTER ASST 09-07-04
3.5 HRS/SY GRANT
FR: 3.5 HRS/SY CDS

SMITH,
DUNELL CAMPUS SECURITY OFFICER 11-01-04
8.0 HRS/10 SAMOHI
FR: LINCOLN

PROFESSIONAL GROWTH

CERVANTES,
HAYDE INST ASST - BILINGUAL 10-01-04
LINCOLN

SCOTT,
MAREN INST ASST - SPECIAL ED 10-01-04
FRANKLIN

PAID MEDICAL LEAVE OF ABSENCE

FOWLER,
DAMONE CAFETERIA COOK BAKER 09-28-04
FOOD SERVICES 11-19-04

HURTADO,
RENEE CHILDREN CENTER ASST 09-30-04
GRANT 11-03-04

KUWANO,
SUE SR ADMT ASST 11-01-04
SAMOHI 12-31-04
(PARTIAL UNPAID)

TEMP/ADDITIONAL ASSIGNMENT

ASRIYAN, ARAMAUS	CUSTODIAN I LINCOLN	10-14-04 06-24-05
BOYD, JACQUELINE	INST ASST - CLASSROOM SMASH	09-08-04 06-24-05
CAMPOS, ROXANA	INST ASST - CLASSROOM SAMOHI AVID TUTOR	10-29-04 06-30-05
FRIEDKIN, JOELLEN	ACCOMPANIST SAMOHI	10-18-04 06-30-05
FUCHS, SILVIA	INST ASST - BIL STUDENT SERV	10-01-04 11-15-04
HERRADA, JOE	CAMPUS SECURITY OFIFCER LINCOLN	09-30-04 06-24-05
LIBBY, CASEY	SR OFFICE SPEC LINCOLN	10-15-04 11-30-04
LOUISELL, SHANE	INST ASST - SPECIAL ED WEBSTER	10-13-04 10-14-04
MESROBIAN, VARSO	SR OFFICE SPECIALIST FRANKLIN	08-01-04 08-31-04
NAVA, RACHEL	INST ASST - CLASSROOM ADAMS AVID TUTOR	09-30-04 06-24-05
PRADA, NANCY	TRANSLATOR STUDENT SERV	07-01-04 09-01-04
RUVALCAVA, NANCY	INST ASST - BIL STUDENT SERV	10-01-04 10-19-04
SMITH, LUZ	TRANSLATOR SUPERINTENDENT	09-01-04 06-30-05
TANAMAS, AYDA	INST ASST - SPECIAL ED SPECIAL ED	09-28-04 09-30-04
WALLEY, DANA	INST ASST - CLASSROOM WEBSTER	10-18-04 06-24-05
WILSON, STANLEY	CAMPUS SECURITY OFFICER ADAMS	10-29-04 10-29-04

WAHLEN, RYAN	INST ASST - CR MUSIC ED SERV	10-01-04 06-30-05
<u>SUBSTITUTE</u>		
BECERRA, MAYRA	CHILDREN CENTER ASST CDS	10-05-04 06-30-05
CONNELY, CONSTANCE	CHILDREN CENTER ASST CDS	08-15-04 06-30-05
DUNN, JAMES	CAMPUS SECURITY OFFICER PERS COMM SUB POOL	10-01-04 06-30-05
FLEMING, PETER	TECH SUPPORT ASSISTANT SAMOHI	11-01-04 06-30-05
GOMEZ-PEREZ, ARMONDO	TECH SUPPORT ASSISTANT OLYMPIC	11-03-04 12-31-04
GUERCIO, RONALD	CAMPUS SECURITY OFFICER PERS COMM SUB POOL	10-22-04 10-31-04
JENSEN, LOUISA	INST ASST - SPECIAL ED SPECIAL ED	09-07-04 06-24-05
LOVETT, ROBERT	TECH SUPPORT ASSISTANT MUIR	09-01-04 06-30-05
MARTINEZ, SANTIAGO	TECH SUPPORT ASSISTANT ADULT ED	07-01-04 08-07-04
MARTINEZ, SANTIAGO	TECH SUPPORT ASSISTANT EDISON	11-02-04 06-30-05
MEJIA, LORENA	CHILDREN CENTER ASST CDS	09-07-04 06-30-05
PYTLEWSKI, GENEE	INST ASST - SPECIAL ED SPECIAL ED	09-07-04 06-24-05
ROPER-CONLEY, CAROLYN	OFFICE SPECIALIST PERS COMM SUB POOL	09-13-04 06-30-05
SHANNON, CATHERINE	CAFETERIA WORKER I FOOD SERVICES	10-25-04 06-24-05

SLOSSER, JUDITH	ADMT ASST PERS COMM SUB POOL	08-23-04 06-30-05
SMITH, DYLON	INST ASST - PHYSICAL ED PERS COMM SUB POOL	09-08-04 06-24-05
SOLEIL, JESSICA	INST ASST - SPECIAL ED SPECIAL ED	10-29-04 06-24-05
SURGINGER, KAY	OFFICE SPECIALIST PERS COMM SUB POOL	10-04-04 10-30-04
ZHENG, JIN	INST ASST - SPECIAL ED SPECIAL ED	10-13-04 06-24-05

RESIGNATION

WOLMOTT, MARK	INST ASST - SPECIAL ED CABRILLO	11-12-04
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ABOLISH POSITIONS

VACANT (2 POSITIONS)	INST ASST - CLASSROOM 3.5 HRS/SY CABRILLO	10-08-04
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MOTION MADE BY: Ms. Leon-Vazquez
 SECONDED BY: Dr. Jordan
 STUDENT ADVISORY VOTE: Aye
 AYES: All (7)
 NOES: None (0)

TO: BOARD OF EDUCATION
 FROM: JOHN E. DEASY/RICHARD R. IDE
 RE: CLASSIFIED PERSONNEL - NON-MERIT

ACTION/CONSENT
 11-18-04

RECOMMENDATION NO. A. 17

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary scheduled.

STUDENT HELPER

MARQUIS JR, HENRY	SAMOHI	09-01-04 - 06-30-05
VARGAS, MATTHEW	SAMOHI	09-01-04 - 06-30-05

STUDENT HELPER

AQUINO, LUIS	WORKABILITY	10-24-04 - 06-30-09
HUSKELL, JEFFREY	WORKABILITY	11-15-04 - 06-30-08
MACGREGOR, JESSE	WORKABILITY	10-15-04 - 06-30-08
MENKES, YEHUDA	WORKABILITY	10-20-04 - 06-30-09
OLIVAREZ, RICHARD	WORKABILITY	10-20-04 - 06-30-05
WILSON, SKYE	WORKABILITY	10-15-04 - 06-30-05

NOON- DUTY

ARANGO, RICARDO	ROGERS	10-27-04 - 06-24-05
CAMPOS, MARIA	ROGERS	09-07-04 - 06-24-05
CAMPOS, ROSA	ROGERS	09-07-04 - 06-24-05
EVANS, LAURA	ROGERS	09-07-04 - 06-24-05
INIGUEZ, WILMA	ROGERS	09-07-04 - 06-24-05
LAMONEA, HANNAH	CABRILLO	09-08-04 - 06-24-05
LAWRENCE, JENNIFER	CABRILLO	09-08-04 - 06-24-05
SCHLIERMAN, JASON	GRANT	10-25-04 - 06-24-05

NOON -DUTY WITH BENEFITS

BROWN, JESSICA	WEBSTER 1 HRS/DAY	09-01-04
CORNELL, CONSTANCE	PT.DUME 1 HRS/DAY	09-08-04
DAVIDSON, DIANE	PT.DUME 1 HRS/DAY	09-08-04
GONZALEZ, SIMONA	ROOSEVELT 1.5HRS/DAY	09-08-04
JONES, CHANCY	ADAMS .60 HRS/DAY	10-11-04
KELLER, SHANNON	PT.DUME 1 HRS/DAY	09-08-04
LOWNDSS, ELI	ROOSEVELT 1.5HRS/DAY	09-08-04
MCGARRY, MEGAN	PT.DUME 1 HRS/DAY	09-08-04
RYAN, CALIFORNIA	PT.DUME 1 HRS/DAY	09-08-04

CHILD CARE ASSISTANT

GARCIA, NORMA	STUDENT SERV	10-29-04 - 05-07-05
MOVAGHAN, MOJDEH	CDS	09-22-04 - 06-30-05
PADILLA, ELVA	CDS - SAPIs	09-07-04 - 06-30-05
SANTDOVAL, PAULINA	STUDENT SERV	10-20-04 - 05-20-05

COACHING ASSISTANT

BLACK, JARRIN	SAMOH	10-01-04 - 01-31-05
BOURQUIN, CYNTHIA	SAMOH	10-01-04 - 06-30-05
CASILLAS, ANTHONY	SAMOH	07-01-04 - 10-31-04
FISHER, BRETT	SAMOH	09-01-04 - 06-30-05
HERNANDEZ, RAFAEL	SAMOH	12-01-04 - 02-28-05
KENNEY, KEVIN	MALIBU	10-27-04 - 06-24-05
MAGEE, LAMONT	SAMOH	11-01-04 - 03-05-05
MEDRANO, LORENZO	SAMOH	09-01-04 - 01-31-05
PART, BRIAN	SAMOH	10-28-04 - 06-30-05
WHITE, GERALD	SAMOH	07-01-04 - 12-31-04

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/18/04

FROM: JOHN E. DEASY/MICHAEL D. MATTHEWS

RE: ESTABLISHMENT OF POSITION - ASSISTANT SUPERINTENDENT
SPECIAL EDUCATION

RECOMMENDATION NO. A.18

It is recommended that the Board of Education create a new position: Assistant Superintendent of Special Education, in order to successfully implement the goals the Board-adopted Special Education Strategic Plan and improve services to students.

COMMENT: Given the intensive effort, expectations and work load emanating from the Strategic Plan, it is appropriate that the Board of Education authorize the posting and hiring of an Assistant Superintendent of Special Education to oversee all of the intensive and good work taking place in the Special Education Department.

The current organizational chart has the Assistant Superintendent of Educational Services overseeing Special Education, in addition to Student and Family Support Services, Pupil Services, Professional Development and Assessment, and Educational Services. Since the end of the 2003-04 school year, the majority of the Assistant Superintendent's time has been spent on Special Education. As the needs in Special Education become more clearly delineated and require more immediate attention, it is clear that extra support is required. Staff recommends that the support come in the form of a highly qualified Assistant Superintendent of Special Education.

This position is necessary for implementation of the Special Education Strategic Plan and for improvement of services to students.

* * * * *

PUBLIC COMMENTS

Leslie Butchko; Keryl Cartee, SEIU; Chris Chandler and Clara Sturak

Amendment

Moved by Ms. Leon-Vazquez, seconded by Dr. Escarce to designate this item as Discussion, postpone vote this evening and bring it back for a vote on December 9.

AYES: (3) Mr. de la Torre, Dr. Jordan and Ms. Leon-Vazquez

NOES: (4) Ms. Bloomfield, Ms. Brownley, Dr. Escarce and Mr. McLoud

Amendment fails.

Vote on Main Motion:

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: (5) Ms. Bloomfield, Ms. Brownley, Dr. Escarce, Dr. Jordan and Mr. McLoud

NOES: (1) Ms. Leon-Vazquez

ABSTENTIONS: (1) Mr. de la Torre

CERTIFICATED JOB DESCRIPTION

ASSISTANT SUPERINTENDENT, SPECIAL EDUCATION

DEFINITION

Under professional direction of the Superintendent and in collaboration with the Assistant Superintendent of Educational Services, to plan, organize, manage, and direct all aspects of the Special Education Division and related services; to plan, organize, coordinate, and manage all programs and services related to special education; to participate and provide leadership in the District's planning activities; and to do other related functions as directed.

DISTINGUISHING CHARACTERISTICS

This position classification requires administrative expertise and knowledge in special education and related services, specialized curriculum and instructional strategies, identification, referral and assessment procedures and all administrative/legal aspects of special education.

Directly related administrative experience is necessary to assure success in this leadership role. The job requires the ability to analyze and offer alternative problem solutions. Decisions are made by the incumbent that have a critical impact on the goals, organization and administration of educational programs and services of the organization. The position classification has first-line supervisory responsibility for planning, assigning, reviewing, and evaluating the quality and quantity of work of professional certificated staff as well as technical and clerical employees. Frequently meets with parents and community leaders, principals and other administrators, teachers, school psychologists, nurses and other educational personnel to influence, motivate and monitor the result objectives of the district's special education operation. This is a sedentary position classification that performs light work, but does require walking and standing for extended periods. The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

EXAMPLES OF DUTIES

- Plans, organizes, coordinates and conducts need assessment and service inquiries in determining the effectiveness of special education programs and services, and in the development of improved processes and procedures.
- Provides leadership and expertise in identifying, formulating, and implementing the District special education goals and objectives in compliance with state and federal legal mandates, Board goals and objectives and other guidelines.

- Plans, organizes and coordinates the development of processes, strategies, and feasibility planning to ensure that the necessary human and monetary resources are properly and appropriately utilized in order to achieve the special education result expectancies.
- Facilitates the planning, organization, development, and implementation of a variety of in-service and/or training programs for parents and staff.
- Establishes communication feedback systems and processes for monitoring and auditing the special education program functions and activities within appropriate accountability guidelines.
- Plans, develops, implements, and coordinates the special education staff performance appraisal planning and evaluation processes.
- Plans, organizes, and directs research and development activities, including action research and the projecting, planning, and forecasting of future special education programs and services, functions, and activities.
- Plans, organizes, and directs the preparation of a variety of management reports, including pupil counts and any other local, county, State and/or Federal reports as required.
- Plans, organizes, and implements special education budget planning guidelines and procedures, and expenditure control strategies.
- Supervises the maintenance, operation and management of the district's management information system (MIS) for special education.
- Provides advice and counsel to District and members of educational community concerning all matters relating to special education and related services provided by the district.
- Assists in feasibility planning in determining procedures and guidelines which effectively resolve conflicts and assist in coalition building processes.
- Provides consultation, support and technical assistance to site principals and district staff on all educational, program and legal matters relating to special education programs and related services.
- Serves as the district liaison with other public and private agencies providing services to the handicapped, including SELPA, Community Advisory Committee (CAC) and the District Advisory Committee (DAC).
- Responsible for ensuring and monitoring compliance with all Federal and State regulations governing special education and pupil personnel services programs, including OCR and the State Department of Education.

QUALIFICATIONS

Knowledge of:

1. Principles, practices, trends, goals, and objectives of public education and special education;
2. Philosophical, educational, fiscal, legal and health-related aspects affecting special education programs;
3. Organization, management, planning, and evaluation strategies, techniques, and procedures;

4. Special education program design and delivery systems, including audit and evaluation processes which determine process effectiveness;
5. Research and development strategies, processes, and techniques;
7. Human relationships, conflict resolution strategies and procedures, and team management building methods and techniques.

Ability to:

1. Plan, organize, coordinate, and direct the District's special education programs and related services;
2. Plan, organize, develop, and implement budget planning, and expenditure control processes and procedures;
3. Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational model that is student-centered, cost effective and cost beneficial;
4. Evaluate and analyze complex problems, issues, and concerns, recommend appropriate alternative solutions, and make effective and timely decisions;
5. Communicate effectively in oral and written form, with the ability to utilize a "non-jargonized" communication mode that ensures understandable and thorough communication;
6. Establish and maintain cooperative organizational, public, and educational community relationships.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

1. Minimum of five (5) years of successful experience in a responsible administrative position performing special education supervision and related functions.
2. Minimum of five (5) years of successful experience as a special education teacher, school psychologist, school nurse, speech and language pathologist or other related certificated field.

Education:

1. Equivalent to the completion of a master of arts or higher degree in special education, pupil personnel services, counseling and guidance, or closely related field.

CERTIFICATION, LICENSES AND CONDITIONS

Certification Requirement

1. Possession of or the ability to qualify for a California Administrative Services Credential.

2. Possession of or the ability to qualify for a California credential authorizing service as a special education teacher, counselor, school psychologist, school nurse, speech and language pathologist or related certificated position.

License Requirement

Possession of a valid Motor Vehicle Operator's License.

Condition of Employment

Insurability by the District's liability insurance carrier.

Job Description Approved: _____

Michael D. Matthews, Ed.D.
Assistant Superintendent, Chief of Staff

Date

File: assejd.wpd
November 3, 2004

TO: BOARD OF EDUCATION **PULLED BY STAFF** ACTION/MAJOR
 11/18/04

FROM: JOHN E. DEASY/WINSTON A. BRAHAM/VIRGINIA I. HYATT

RE: AWARD BID #5.02 - CLOSED CIRCUIT SECURITY CAMERAS TO
 AMERITEL INC. AND AUTHORIZE INSTALLATION AT SANTA
 MONICA HIGH SCHOOL

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve AmeriTel as the awarding contractor for closed circuit security cameras, in an amount not to exceed \$20,073.50. It is further recommended that the Board authorize their installation at Santa Monica High School.

Funding Information

Budgeted: Yes
 Fund: General Fund
 Source: Permits
 Account number: 01-90110-0-11100-10000-4400-015-4150
 Description: Instruction

COMMENT: Santa Monica High School has suffered continual incidents of vandalism on its' campus. In order to deter such acts, it has been determined that closed circuit camera be installed on the **exterior** of various buildings throughout the campus. Both Requests for Proposal (RFP) met the needs of the site. AmeriTel's proposal consists of analog cameras and digital processing equipment. IES's proposal was all digital equipment, using a web based retrieval system. It was determined that the AmeriTel proposal would be more cost effective, would use existing phone lines, and would not be dependant on the internet connection if the lines were non-functioning. AmeriTel is currently used by the District for telephone maintenance Districtwide.

Bids were sent to five (5) contractors; three (3) attended the job walk; two (2) responded with bids:

Vendor	Interior Cameras	Exterior Cameras	Total Bid
AmeriTel	\$15,546.00	\$20,073.50	\$35,619.50
IES Group	\$34,227.01	\$38,168.12	\$72,395.13

It is anticipated that ASCIP will provide reimbursement for one half of the project through its grant application process. Justification from Santa Monica High School follows:

Justification for closed circuit cameras on the Santa Monica High School campus:

Santa Monica High School has experienced repeated incidents of vandalism, graffiti, theft and other crimes against property and people. Site Governance Council at SAMOHI has spent four months researching the rationale behind installing security cameras on the exterior of campus buildings as deterrent to such crimes. Governance Council has unanimously recommended the installation of such cameras. SAMOHI requests permission from the Board of Education to implement security cameras on the exterior of campus buildings.

School administration feel strongly that the implementation of a security camera system will:

- , Act as deterrent to unwanted activities.
- , Create an increased sense of security on campus.
- , Reduce costs related to vandalism and thefts.
- , Create as record of in inappropriate activity to identify and prosecute the perpetrators.

School administration is well aware of the need to protect the privacy of its population. In accordance with this belief:

- , Information obtained through video surveillance will be used exclusively for security, safety and law enforcement purposes.
- , No audio will be recorded or monitored
- , Designated users of the system will be approved by the school Principal.
- , Recorded images will be stored on site in as secure location.

The campus of Santa Monica High School is used continuously by school staff and students as well as the community. It is imperative that we protect our population and our campus.

This item was pulled by staff. It will be returned to the agenda for December 9, 2004

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/18/04

FROM: SUPERINTENDENT/LINDA KAMINSKI/CINDY ATLAS

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

RECOMMENDATION NO. A.20

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2004-2005 as follows:

NPS/NPA

2004-2005 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Kayne-Eras Center	10-18-87	NPS	#72	\$ 23,644
Augmentative Communication Therapies	04-18-94	NPA - Augmentative Communication	#96	\$ 3,565
Baby & Baby, Inc.	06-15-97	NPA - PT	#97	\$ 3,440
Baby & Baby, Inc.	09-17-86	NPA - PT	#98	\$ 4,640
Baby & Baby, Inc.	10-17-00	NPA - PT	#99	\$ 4,800
MAXIM Healthcare Services	02-14-88	NPA - Aide Services	#100	\$ 7,344
Smart Start Preschool	04-08-93	NPA - Behavior Therapy/Training	#101	\$ 480
Therapy West, Inc.	01-20-00	NPA - PT/OT	#102	\$ 13,260
Therapy West, Inc.	01-27-91	NPA - PT	#103	\$ 7,310
Therapy West, Inc.	07-10-93	NPA - PT	#104	\$ 6,290
Therapy West, Inc.	07-17-92	NPA - PT/OT	#105	\$ 14,620
Therapy West, Inc.	02-09-95	NPA - OT	#106	\$ 425
Julia Hobbs Speech Pathology, Inc. Contract Increase	01-20-01	NPA - Speech	#30 UC05121	\$ 260

- - continued on next page - -

Amount Budgeted NPS/NPA 04/05	\$ 3,500,000
Prior Board Authorization as of 11/04/04	\$ 3,175,186
Balance	\$ 324,814
Positive Adjustment	\$ 110,137
(See attachment)	\$ 434,951
Total Amount of these Contracts	\$ 90,078
Balance	\$ 344,873

*Prior Year Authorization (11-04-03) \$2,473,340

Adjustment
NPS/NPA Budget 01-65000-0-57500-11800-5825-043-1400
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2004-05 in the amount of \$ 110,137 as of November 18, 2004.

Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Devereux Cleo Wallace	NPS	#5 UC05031	E	\$ 15,414	Student no longer at NPS.
Kayne-Eras Center	NPS	#13 UC05039	E	\$ 27,174	Student no longer at NPS.
Sunrise School	NPS	#28 UC05054	R	\$ 18,522	Adjustment to ISA. (Discontinued 1:1 aide)
Village Glen West	NPS	#39 UC05066	E	\$ 32,707	Student back to District. (Sept.04)
Verdugo Hills Autism Project	NPA	#58 UC05149	R	\$ 16,320	Adjustment to ISA.

Instructional Consultants

2004-2005 Budget 01-65000-0-57500-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Hand in Hand	10-16-00	Instr.Consultant - Physical Therapy Services.	#34	\$ 5,800
Dr. Trang Nguyen	01-10-91	Instr.Consultant - Vision Assessment	#35	\$ 500

Amount Budgeted Instructional Consultants 04/05	\$ 300,000
Prior Board Authorization as of 11/04/04	<u>\$ 291,818</u>
Balance	\$ 8,182
 Total Amount of these Contracts	 <u>\$ 6,300</u>
 Balance	 \$ 1,882

COMMENT: According to the Education Code SEC.21 Section 56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

The recommendation for these severely handicapped students are made by the District IEP Teams in accordance with State and Federal laws. The mandates of IDEA require non-public school services be provided at no expense to parents if there is not an appropriate public school program available. Funding to come from a SELPA-wide non-public school/non-public agency reserve account.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: n/a

AYES: All (7)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/18/04

FROM: JOHN E. DEASY/LINDA KAMINSKI

RE: ESTABLISH COMMUNITY DAY SCHOOL

RECOMMENDATION NO. A.21

It is recommended that the Board of Education establish a community day school to provide a small and personalized learning environment for students who have been expelled, referred by the School Attendance Review Board, and other secondary students who could benefit from this opportunity.

COMMENT: The community day school will provide a six (6) hour instructional day that includes academic programs, individual attention to student learning modalities and abilities, development of pro-social skills and student self-esteem and resiliency. Funding for the community day school will include supplementary apportionment in addition to base revenue funding to allow for low student-teacher ratios and ancillary services such as psychologist, counselors, or pupil discipline personnel.

A powerpoint presentation was made to the Board of Education at the meeting of November 4, 2004.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: n/a

AYES: All (7)

NOES: None (0)

**Santa Monica-Malibu Unified School District
Proposal for a Community Day School**

CONTACT PERSON

District Administrator: Laurel Schmidt, Director of Pupil Services 1651 16 th St., Santa Monica, CA 90404 310-450-8338 x 375 lschmidt@smmusd.org	Site Administrator: Janie Gates, Principal 721 Ocean Park Blvd., Santa Monica, CA 90405 310-392-2494 x 208 janie.gates@smmusd.org
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MISSION STATEMENT

- P Santa Monica-Malibu Unified School District’s mission is “Extraordinary Achievement for All Students While Simultaneously Closing the Achievement Gap.” The Community Day School provides a learning environment for expelled students and other students who need a small, structured learning environment that assists them with the academic and pro-social skills needed to meet their behavioral rehabilitation and educational learning plan.

STUDENTS

- P The Community Day School serves students who have been expelled by the Santa Monica-Malibu Unified School District. Students may also be referred through the “District Referral Process” for non-mandatory expulsion offenses, through the School Attendance Review Board, and other students who could benefit from a very small learning environment, as space is available. The district will adopt a policy and provide procedures as per EC 48662(a) for transferring students. Students will attend a small learning environment based on a 15 to 1 ratio with an instructional aide to provide individual attention and greater supervision. The small self-contained learning environment will serve the needs of all students grade span of 7 to 12 including special education students. Teachers will utilize several teaching modalities to accommodate the variety of learning styles and interest of the students. Student assessment includes learning needs as well as credit status to determine an Individual Learning Plan that allow students to return to their home school or meet district graduation requirements.

- P All students being referred to the Community Day School will be reviewed through the District Referral Process within the Pupil Services department. Students will not be sent directly to the Community Day School from the Comprehensive High School or Middle School. The SMMUSD will modify its Policy and Regulations, as needed for the implementation and support of the Community Day School.

- P District will assign eligible students as outlined in 48662(b) in the following order:
 - C Mandatory Expulsion 48915(d) including suspended mandatory expulsion
 - C Other Expelled including suspended expulsion
 - C Probation Referrals
 - C SARB Referrals
 - C Other District Referrals

Projected Enrollment

Grade Level	48915(c)	Other Expelled	Probation Referrals	SARB	Other District Referrals
9-12	0	5	10	5	10

- P The proposal made to the Board of Education was based on a high enrollment of 30 students and a projected budget was based conservatively upon an anticipated 85% of ADA. Initial enrollment may be a low of 15 students with a high enrollment of 30 and a projected average enrollment of 25 students.
- P Students subject to an expulsion order in the SMMUSD enter into a rehabilitation contract as prescribed by Education Code. The contract includes a listing of the student's educational program and goals.
- P Students who do not qualify for Community Day School or students who are subject to the mandatory expulsion criteria will have the option of Los Angeles County Office of Education schools.
- P Students who attended Camp School or who are directed by a probation officer, may qualify for Community Day School.
- P The comprehensive school will utilize a variety of Student Success Team and other intervention techniques prior to assigning students to alternative placements.
- P The district offers Independent Study, Teenage Pregnancy/Parenting program for other at-risk students where these alternative placements are deemed appropriate.

4. PROGRAM ELEMENTS

- P The Santa Monica-Malibu Unified School District offers a variety of educational options for students as indicated below:

Schools:

- P Traditional school: Two middle schools, one 6-12 comprehensive high school, one 9-12 comprehensive high school
- P Other community day schools: None
- P School-within-a-school: Santa Monica High School is divided into 6 houses, each with a house principal
- P Opportunity School: None
- P Continuation School: One serving 125 students
- P Alternative School: One K-8 alternative school
- P Community School (county): L.A. County Community Day School
- P Charter School: None

Programs:

- P Opportunity Program: None
- P Teenage pregnancy/parenting program: One

Instructional Techniques/Strategies:

- P Learning Center: None
- P Home/Hospital Study: Yes
- P Independent Study: Yes
- P Home Schooling: None

- P Other placement options not operated by the district include the L. A. County Community Day School.

- P Coordination between the district's alternative education schools and programs occurs during bi-weekly meetings for professional development and with principals and assistant principals from all schools. These meeting focus on the district's vision of academic success for all students and provide the opportunity to engage in joint articulation of curriculum, programs and problem-solving. In addition to these job-alike meetings, coordination is achieved through regular district-school meetings focused on implementation of instructional programs and individual student success.

- P The district recognizes that an effective program for secondary students requires quality instruction by classroom teachers in a personalized learning environment with adequate interventions and supports for student success. Both middle schools cluster students within core groups to facilitate increased contact and familiarity between students and their teachers. Continued personalization at the high school level occurs through the small size of one campus and the division of the district's largest high school of approximately 3600 students into six houses of approximately 600 students each. Intervention support includes both academic and social support programs through a variety of funding sources. The district plans to enhance these support programs for students transition from the community day school back to their middle or high school to ensure that the students receive the academic and social supports to be successful.

- P To ensure that student needs are understood by the community day school, the referral process will include a portfolio that documents the students' strengths and needs as well as a formal induction process that engages the student and his/her parent in understanding the purpose of the school and the commitment of the school, the student and the parent(s) to ensure student success.

- P Student assignment procedures for the community day school are based on student choice as well as referral through a formal district transfer process. The student and his/her parent will have the opportunity to meet with the district transfer team who will determine the appropriateness of placement at the community day school.

- P Prior to a referral to the community day school, schools are required to provide differentiated instruction and targeted support to students at-risk including such supports as Student Success Team, tutorials, and the Alliance program. The application for a community day school is based on the district's recognition of the value of additional alternative placement options for youth.
- P The referral process is based on a comprehensive diagnosis of the student's educational and interpersonal assets and challenges, including a review of the student's academic performance and interventions, attendance history, and behavioral and interpersonal functioning. As part of the induction process, students will have individualized learning plans to guide their instructional and behavioral support plan at the community day school.
- P In addition to students who are referred to the community day school on the basis of expulsion, probation or SARB, other students will be identified for whom the larger educational setting has not been productive. It is the expectation of the community day school that it will serve students who can be more successful in a very small learning environment that addresses their unique learning styles and utilizes project-based learning strategies.
- P The district's office of Pupil Services provides on-going interface with the probation department and will coordinate placement and support for students' transition from camp/probation to the community day school through the district transfer referral and induction process.
- P The Community Day School will be able to serve students in grades seven through twelve. The program will begin, however, with students in grades nine through twelve to be taught in a general education/special education collaborative/blended program. Students will be instructed by one credentialed general education teacher, one credentialed (mild-moderate) special education teacher, and one three-hour instructional assistant.
- P The community day school curriculum includes an emphasis on pro-social skills and resiliency components in conjunction with both the core curriculum and career development. The curriculum will include reflective journal writing, activities that address pro-social, resiliency development and interpersonal skills as well as time management and organizational skills. A Special Ed teacher will be assigned to serve IWEN where appropriate. RSP students will be mainstreamed within this program and provided assistance as specified in their IEP.
- P The teams are divided into two groups for the remainder of the morning, during which they receive instruction in English, Social Science, Math, and Science. After lunch, they participate in a variety of instructional activities including physical education, music, and other electives. The sixth hour focuses on tutorial students who work independently on assignments or skill building activities. During that hour peer counselors, college student tutors, and community members volunteer to work with and provide individual assistance to the students. Students will have access to the same high level technology as all district secondary students. Students will be exposed to Computer Assisted Instruction as well as diagnostic programs that will help prescribe specific learning skills to develop.

- P Each student who is placed in the Community Day School is transferred with a copy of his/her transcript and, if applicable, the educational plan developed by the counselor at the home school. The teacher in the Community Day School designs a course of study within the core courses that meets the student's needs and writes a contract with the student that includes the instructional plan. All students participate in the state assessment and accountability system and the individual results are analyzed both to determine areas of instructional need and to demonstrate academic progress. Students work is reviewed by the teacher and instructional aide on a daily basis and students are periodically tested in subject matter areas. Individual instruction is provided by the teacher as well as by instructional aide, peer counselors, college student tutors, and community volunteers. Progress toward credits earned and courses completed is formally reviewed every six weeks with a written grade and credit report mailed to parents at that interval.

- P Teachers will have access to student management system to help monitor student attendance, transcripts, as well as student achievement data. This information will be helpful when teachers contact parents and communicate how students are monitored and progressing in their learning environment. Teachers and counselors will be working with outside agencies to provide services for both students and parents. Information will be shared with parents and students during an extensive orientation period with all our school resource specialists. It is our hope that students and parents clearly understand not only the expectations and contractual obligation but also understand the services we provide to assist our students during this rehabilitation process.

- P A district wide articulation will take place with the middle and high school to determine how students will return back to their home school after the students has fulfilled their contract and Individual Learning Plan. The home school will need to establish a plan with the administrators, counseling staff and teachers as to how they will accept and work with the transitional student. A professional staff development plan needs to address this issue.

Learning support services that are provided to students are:

Administrative Support:	Linda Kaminski, Ed.D., Chief Academic Officer
Principal:	Janie Gates, Principal, Olympic Continuation School
Assistant Principal:	Steve Martinez, Principal, Adult Education
Director of Pupil Services:	Laurel Schmidt
Director of Special Ed:	Cindy Atlas
Director of Student/Fam. Services:	Peggy Harris
Coord. English Learner Programs:	Aida Diaz
Coord. Safe Schools:	Marolyn Freedman
Coord. Sch/Comm Partnerships:	Kathy McTaggart
Coord. of Human Resources:	Gabe Soumakian, Ed.D.
General Ed Teacher:	tbd
Special Ed Teacher:	tbd
Special Ed Coordinator:	Michael Jason, Ph.D.
Campus Peace Officer:	tbd
School Psychologist:	tbd
Behavior Specialist:	tbd
School Nurse	tbd
Director, Food Service:	Orlando Griego

COMMUNITY DAY SCHOOL PROPOSED SCHEDULE

8:00AM – 12:00 PM:	Core Subjects
12:00 PM – 12:30 PM:	Lunch
12:30 PM – 2:30 PM:	Career/Vocational SCANS Skills, Pro-social Skills, Electives, PE

5. LOCATION

The Santa Monica-Malibu USD Board of Education on November 4, 2004 had discussion and agreed to proceed with the Community Day School to be located at a selected off-campus facility within the city of Santa Monica. The proposed site includes classrooms with computer access, a multipurpose instructional room, a gymnasium and outdoor recreational facilities. The Santa Monica Police Department is present at the site and available to help develop positive relationships with the students.

6. ADMINISTRATION

The Principal of Olympic Continuation School will supervise the Community Day School. The Director of the Adult Education Program will serve as the Assistant Principal. The Principal and/or the Assistant Principal will always be available to support the teachers and staff at the CDS. Under the supervision of the Principal, all district wide services will be coordinated for student support.

7. PERIODIC SELF-STUDY

Because this is a new school, a formal self-study has not been conducted. However, self-review is to be on-going throughout this first year of operation. Elements of that review include a detailed review of student assessment data and school records, establishment of program goals and individual student objectives, every six weeks student progress review, midyear assessment of program effectiveness, adjustments in program goals for second semester, April review and development of goals for the following year, review of student achievements and recommendations of student placement for the following semester during final six weeks of each semester. The CDS will participate in the new ASAM accountability model. The CDS will participate in the WASC accreditation process once it has been established and qualifies for such as review.

8. BUDGET

Projected Budget

	2004-2005 Annual Budget	2005 Half-Year Budget	Comments
Revenue			
Revenue Limit: 5,108	153,240		
CDS Supplemental: 4,753	142,590		
Projected Revenue: 100%	295,830		
ADA/30 Students			
Projected Revenue: 85%	251,455	125,727	
ADA/30 Students			
Expenses			
Principal 10%	1000	500	Mileage reimbursement
Asst. Principal 10%	1000	500	Mileage reimbursement
1 Gen. Ed Certificated Teacher	80,000	40,000	
1 Sp. Ed. Credentialed Teacher	0	0	1 FTE from Sp. Ed. budget
1 Clerk/ Instructional Aide	40,000	20,000	
1 Sp. Ed. Instructional Aide	0	0	1 FTE from Sp. Ed. budget
Socio-Behavioral Support	60,000	30,000	
Campus Peace Officer 50%	20,000	10,000	
Site Budget	10,000	5,000	
Start-Up Instructional Materials	10,000	5,000	
Start-Up Instructional Technology	10,000	5,000	
Professional Development	3,000	1,000	
Consultants	5,000	2,000	
Facility Lease	12,000	6,000	
Total Budget/Expenses	251,000	125,000	

The primary funding source for the Community Day School is the Revenue Limit plus the additional funding per ADA awarded by the State of California. Additional funding may be created through block grants from Federal, State, and Local grants. Our schools will also monitor the CDS website to review potential funding and grant opportunities as they are posted.

9. COST/BENEFIT ANALYSIS

Increased student ADA – current ADA for anticipated students compared to projected 85% ADA
Reduced teacher absenteeism – current days lost compared to anticipated days lost
Supplemental funding to provide additional academic and socio-behavioral support for students.

10. ACCOUNTABILITY

The Community Day School will utilize the Alternative School Accountability Method (ASAM) to measure the school's progress.

11. BOARD OF EDUCATION POLICIES AND ADMINISTRATIVE REGULATIONS

Draft of a Board of Education Policy and Regulations will be developed.

12. IMPLEMENTATION TIMELINE FOR SECOND SEMESTER OPENING

- a. Board Presentations: Nov. 4, 2004 and Nov. 18, 2004
- b. Site visitations of other CDS: by Jan. 15, 2005
- c. Selection of staff: by January 15, 2005
- d. Purchase of instructional materials: by January 15, 2005
- e. Student referrals, IEP and Learning Plan meetings: by January 31, 2005

11/18/04 Board Meeting

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/18/04

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: ADOPT RESOLUTION 04-08 - ANNUAL DELEGATION OF
ADMINISTRATIVE AUTHORITY TO PROCESS NON-ROUTINE
BUDGET REVISIONS, ADJUSTMENTS, AND TRANSFERS

RECOMMENDATION NO. A.22

It is recommended that the Board of Education adopt Resolution Number 04-08 Annual Delegation of Administrative Authority to Process Non-Routine Budget Revisions, Adjustments, and Transfers. This Resolution will provide authority for John E. Deasy and Winston A. Braham to authorize non-routine revisions, adjustments and transfers, which changes our overall "frozen" District budget, in an amount not to exceed \$50,000 [aggregate]. This, amongst others, will benefit the required mandated Individual Education Plans (IEPs) compliance and/or Special Education settlements or arrangements.

COMMENTS: Superintendent John E. Deasy and Chief Financial Officer Winston A. Braham already have been approved by the Board of Education as signatories for the Certification of Authorized Signatures, as required by the Los Angeles County Office of Education (LACOE). With far-reaching legal "mission-critical" matters the ability to execute Budget Adjustments (B/A) prior to Board Action will expedite the processing of FTE adjustments in advance of Board authorization. This authorization scope will adhere to fiscal best practices, SMMCTA and SEIU bargaining agreements as well as LACOE/Education Code regulations.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: n/a

AYES: (6)

NOES: None(0)

(Dr. Escarce was out of the room.)

RESOLUTION NUMBER 04-08

ANNUAL DELEGATION OF ADMINISTRATIVE AUTHORITY TO PROCESS NON-ROUTINE BUDGET REVISIONS, ADJUSTMENTS, AND TRANSFERS

The Governing Board of the Santa Monica-Malibu Unified School District authorizes John E. Deasy, Superintendent and Winston A. Braham, Assistant Superintendent, Fiscal & Business Services/ Chief Financial Officer to make such non-routine budget revisions, adjustments and transfers as necessary for the payment of District obligations and to effect technical adjustment of the Board-adopted budget during the 2004-05 fiscal year, in accordance with the provisions of this resolution.

This resolution is adopted for the purpose of expediting the processing of non-routine budget revisions, adjustments, and transfers, and shall remain in effect for a period of one year, from November 19, 2004 to June 30, 2005, and is subject to annual review and renewal by duly adopted resolution of the Governing Board of the Santa Monica-Malibu Unified School District.

The amount of any individual non-routine budget revision, adjustment, or transfer shall not exceed \$50,000. The total amount of non-routine budget revisions, adjustments, and transfers at any one time may not exceed \$50,000.

This resolution shall be limited to the administrative approval and processing of non-routine budget revisions, adjustments, and transfers, within or between account objects of expenditures and within or between resources and funds, including, but not limited to Individual Education Plans (IEPs) and other time sensitive/critical adjustments.

This resolution shall not permit the administrative processing of non-routine budget revisions, adjustments, and transfers which will affect revenues and other financing sources. Along with the corresponding revisions in expenditures or budget revisions, adjustments, and transfers which reduce or increase the fund balance of any related fund; or transfers between funds, or transactions may not exceed \$50,000. Such non-routine budget revisions, adjustments, and transfers must continue to be presented to the Governing Board for approval prior to processing and submission to the Los Angeles County Office of Education for further review, approval and processing.

A summary report of budget revisions, adjustments and transfers approved and processed by the Superintendent in accordance with this resolution, listed by major objects and funds, transaction numbers, dates, and amounts shall be submitted to the Governing Board for adoption/ratification not less than the Board Meeting following the adjustment period.

All budget adjustments and transfers must be made in accordance with the provisions of the Education Code Sections §42600, §42601, §42602, §42603, and §42610, and processed using the appropriate forms and documentation as provided by the County Office, and in compliance with applicable district guidelines.

This resolution by the Governing Board and written authorization by the persons herein designated may be used by the Los Angeles County Office of Education to permit budget revisions, adjustments, and transfers in accordance with the foregoing guidelines.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District Board of Education this 18th day of November, 2004.

Jose J. Escarce, President
Board of Education
Santa Monica-Malibu Unified School District

John E. Deasy, Superintendent and Secretary
Board of Education
Santa Monica-Malibu Unified School District

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/18/04

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: ADOPT RESOLUTION NO. 04-09 - DECLARATION OF MEMBERSHIP IN SCHOOLS LINKED FOR INSURANCE MANAGEMENT JOINT POWERS AGENCY AND DESIGNATION OF SMMUSD REPRESENTATIVE AND ALTERNATE

RECOMMENDATION NO. A.23

It is recommended that the Board of Education adopt the attached resolution for the Santa Monica-Malibu Unified School District to become a member of the Schools Linked for Insurance Management (SLIM) Joint Powers Agency (JPA), and that Winston A. Braham be appointed as the District's representative, with an alternate to be determined at a later date.

COMMENTS: Our School District will benefit from membership in the SLIM JPA by having our Chief Financial Officer impacting the key decisions and policies of the SLIM Board of Directors to the benefit of our District.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: n/a

AYES: (6)

NOES: None (0)

(Dr. Escarce was out of the room.)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

RESOLUTION NUMBER 04-09

WHEREAS, the Santa Monica-Malibu Unified School District, along with other school districts in Los Angeles County has formed a Joint Powers Agency for the self-funding of workers' compensation insurance:

NOW, THEREFORE BE IT RESOLVED THAT:

1. The Board of Education of the Santa Monica-Malibu Unified School District hereby declares its membership in the Schools Linked for Insurance Management (SLIM) Joint Powers Agency (JPA), and instructs its duly authorized agent to execute on behalf of the district the Joint Powers Agreement.
2. The Board designates Winston A. Braham, Assistant Superintendent, Fiscal & Business Services, Chief Financial Officer, as its representative on the governing Board of the SLIM JPA, with an alternate representative to be determined at a later date.

Passed and adopted this 18th day of November, 2004 by the Board of Education of the Santa Monica-Malibu Unified School District, by the following vote:

AYES: Members Bloomfield, Brownley, de la Torre, Jordan, Leon-Vazquez and McLoud
NOES: None (0)
ABSENT: Dr. Escarce was out of the room.

I, John E. Deasy, Superintendent and Secretary to the Board of Education of the Santa Monica-Malibu Unified School District in California, hereby certify that the above and foregoing Resolution was duly and regularly adopted by said Board at a regular meeting thereof held on the 18th day of November, 2004, and passed by a 6/0 vote of said Board.

John E. Deasy, Superintendent/Secretary
SMMUSD Board of Education

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/18/04

FROM: SUPERINTENDENT/LINDA KAMINSKI

RE: PUBLIC HEARING: TO HEAR PUBLIC INPUT REGARDING
SUFFICIENT TEXTBOOKS AND/OR INSTRUCTIONAL MATERIALS FOR
FISCAL YEAR 2004-2005

RECOMMENDATION NO. A.24

It is recommended that the Board of Education hold a public hearing on Thursday, November 18, 2004 to hear public input regarding sufficient pupil textbook and instructional materials, for Fiscal Year 2004-2005. Each fiscal year, in order to be eligible to receive state funds, the Board of Education must hold a public hearing to ensure availability of textbooks and instructional materials.

COMMENT: The Board encourages participation by parents, teachers and interested members of the community to make a determination as to whether each pupil has, or will have, a sufficient quantity of textbooks or instructional materials in each subject that are consistent with the curriculum framework adopted by the state board, for use in the 2004-2005 Fiscal Year.

In compliance with the ten (10) day public notice posting requirements, distribution of the Notice of Public Hearing was as follows:

1. A copy of the notice was distributed to each school site in session in the District.
2. A copy of the notice was posted at the District Board Office.
3. A copy of the notice was posted at the Santa Monica-Malibu Teachers' Association office.
4. A copy of the notice was posted at the main Santa Monica and Malibu Libraries.

* * * * *

There were no speakers to this item.

10:40 pm Open Public
Hearing

10:41 pm Close Public
Hearing

MOTION MADE BY:	Mr. McLoud	Ms. Brownley
SECONDED BY:	Ms. Leon-Vazquez	Mr. McLoud
STUDENT ADVISORY VOTE:	n/a	n/a
AYES:	(6)	(6)
NOES:	(0)	(0)

(*Dr. Escarce was out of the room.)

TO: BOARD OF EDUCATION

ACTION/MAJOR
11/18/04

FROM: SUPERINTENDENT/LINDA KAMINSKI

RE: SUBMISSION OF NOTIFICATION OF COMPLIANCE FOR PUBLIC HEARING REGARDING SUFFICIENT TEXTBOOKS AND/OR INSTRUCTIONAL MATERIALS FOR FISCAL YEAR 2004/2005 AND ADOPTION OF RESOLUTION 04-09 THAT THE DISTRICT IS IN COMPLIANCE WITH EC 60119

RECOMMENDATION NO. A.25

It is recommended that the Board of Education approve the submission to the California Department of Education of a "Notification of Compliance with Education Code Section 60119 public hearing requirement" for Funds Received under the Pupil Textbook and Instructional Materials Incentive Program and/or Funds for Instructional Materials from any State Source, Grades K-12, Fiscal Year 2004-2005.

It is also recommended that the Board of Education adopt Resolution 04-09 stating that the District is in compliance with Education Code (E.C.) Section 60119.

COMMENT: This document specifies that the District has complied with Education Code (E.C.) Section 60119 in order to receive state funding for textbooks and/or instructional materials from grades K-12.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan
STUDENT ADVISORY VOTE: n/a
AYES: (6)
NOES: (0)
(Dr. Escarce was out of the room.)

RESOLUTION NO. 04-09

CERTIFICATION OF COMPLIANCE WITH
EDUCATION CODE SECTION 60119

I, John E. Deasy, in my capacity as Superintendent and Secretary to the Board of Education for the Santa Monica-Malibu Unified School District, hereby acknowledge that for Fiscal Year 2004-2005, the District complied with the Education Code Section 60119 in order to be eligible to receive instructional materials funds from the State of California. I hereby certify as follows on behalf of the District:

1. That on November 18, 2004, in compliance with EC 60119, the District governing board held the prescribed public hearing.
2. That the governing board at the above public hearing adopted a resolution determining whether sufficient quantities of textbooks and instructional materials were available for all pupils; and
3. That the District is now in compliance with the provisions of Education Code Section 60119.

Signed: _____
John E. Deasy, Ph.D.

Official Title: Superintendent

Date: _____

TO: BOARD OF EDUCATION

DISCUSSION

11/18/04

FROM: JOHN E. DEASY/SUPERINTENDENT

TIME STAMP 8:15 pm

RE: FURTHER UPDATE - EDISON SCHOOL SAFETY STUDY

DISCUSSION ITEM NO. D.1

Following discussion and reports by the superintendent and staff at the November 4, 2004 meeting and as a follow-up to the school safety concerns, all of the items identified as a result of the safety audit are in place as either being prepared to be implemented or are already completed. (Refer to Safety Audit, Board agenda 11/04/04.) As was stated, the fencing around the parking lot will be completed during the winter break.

As a result of conversations with City staff, it is recommended that broader community safety concerns should be dealt with through existing organizational structures between the City and the School District. Traffic circulation concerns relating to the incident will be the subject of a community workshop at Edison School on November 16 and a follow up report and meeting are planned to be held in January as was promised by the City and School District. At this point, any additional concerns emerging from safety issues outside of school property are most appropriately handled by (and are being addressed by) the City.

Community safety issues not addressed in the District's safety audit of Edison School are beyond the jurisdiction and allowed funding of the public schools. However, investigations of those concerns are being addressed by the City of Santa Monica. The District maintains a very positive ongoing relationship with City agencies and looks forward to maintaining and strengthening that relationship through continued collaborative efforts.

* * * * *

Public Comments

Lisa Balfus, Ed.D
Sheila Forsander
Frank Kosa

Discussion by the Board of Education resulted in the following direction to staff:

Staff will bring back a an update for a plan to expand the safety audit/assessment to include threats from outside the school property and investigate how to mitigate those events. District will work with a variety of agencies to limit exposure to the Board. The framework around the January community meeting will be a collaboration that may involve state legislators as well.

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/LINDA KAMINSKI
RE: HIGH SCHOOL SCIENCE SEQUENCE

DISCUSSION
11/18/04

DISCUSSION ITEM NO. D.2

The high school science program in Santa Monica-Malibu is based on a course sequence of biology at 9th grade, chemistry at 10th grade and the choice of additional and advanced placement science courses at 11th and 12th grade. This course sequence is designed to provide students with the preparation and opportunity for success in advanced science study.

Recent changes to the state assessment program mandated by the No Child Left Behind Act includes testing at 10th grade in the 7th grade life science and high school biology standards. Students are prepared for this assessment through rigorous course work in their middle school and high school courses. The high school science departments are developing a biochemistry strand for 9th and 10th grade students designed to deepen the knowledge and understanding of the biology standards.

The staff seeks the board's endorsement of the described high school science course sequence.

TO: BOARD OF EDUCATION DISCUSSION
11/18/04
FROM: JOHN E. DEASY/LINDA KAMINSKI/TOM WHALEY FIRST READING
RE: REPLACEMENT OF POLICY 4142.1 - ARTS EDUCATION

RECOMMENDATION NO. D.3

It is recommended that the Board of Education adopt Board Policy 6142.6 Visual and Performing Arts Education to replace Board Policy 4142.1 Arts Education.

COMMENT: The numbering system for California School Board Policies

has changed for arts education from 4142.1 to 6142.6. The name of the policy has also been changed from Arts Education to Visual and Performing Arts Education, to reflect the California State Framework on the Visual and Performing Arts. Therefore, it is recommended that Policy 4142.1 be deleted (a copy is included in this packet), and replaced with the updated Policy 6142.6.

The new policy language:

- # Includes essential elements of the State Framework on Visual and Performing Arts, including artistic perception, creative expression, historical and cultural context and aesthetic valuing
- # Addresses the need for standards-based instruction
- # Insures equitable access for all students in all grades
- # Approves collaboration with the Local Arts Education Partnership Program
- # Sets guidelines for the membership of the local steering committee.

Tom Whaley, Coordinator Fine Arts and Linda Gross, Director Santa Monica Malibu Education Foundation presented this item to the Board. Slight changes in wording were suggested and are underlined and bold (additions) or indicated with a strikethrough (deleted). This policy will return for action.

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLES</u>	<u>TITLE</u>
6142.6	Students	Visual and Performing Arts
Education		

<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Instruction		x	

DETAIL

The Board of Education recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the core curriculum offered to all students in all grades. The Board supports the need to identify resources to provide standards-based instructional materials, equipment and facilities. The Board of Education also supports the need to provide adequate and equitable funding for a high quality, standard-based **Pre** K-12 Arts Education. Scheduling of visual and performing arts instruction should be designed to insure equitable access for all students in all grades, **during the school day.**

The district's comprehensive arts education program shall include a written, sequential standards-based curriculum and assessments program in dance, music, theater and the visual arts. Students shall have the opportunity to continually improve artistic skills, develop academic content knowledge in the arts disciplines, showcase their work by creating and/or performing original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments. The Board encourages all teachers to use the arts to facilitate learning in the subjects they teach. In addition, the Superintendent or designee shall encourage the integration of community arts resources into the school program. Students shall have **regular** opportunities to attend musical and theatrical **and dance** performances, **attend art exhibitions** observe the work of accomplished artists and work directly with visiting artists.

The Board supports a collaboration with community arts agencies and is committed to providing the necessary time, staff and financial resources in order to support school-community arts agency partnerships.

The Board acknowledges the importance of and will support ongoing professional development for teachers in arts education. The Superintendent or designee shall ensure that visual and performing arts classes are taught by qualified and certificated staff. These staff members will ~~and they~~ have opportunities to become knowledgeable about curriculum developments in the arts and strategies for delivering a comprehensive arts program to students.

Legal Reference:

EDUCATION CODE

8810-8820 Arts education
8950-8958 California summer school of the arts
51204 Course of study designed for students' needs
51225.3 Graduation requirements
58800-58805 Specialized secondary programs
99200-99205 Subject matter projects

Management Resources:

CDE PUBLICATIONS

The Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1996

Literature for the Visual and Performing Arts, Kindergarten Through Grade Twelve

Prelude to Performance Assessments in the Arts, K-12, 1994

The Arts: Partnerships as a Catalyst for Educational Reform, 1994

Arts Work: A Call for Arts Education for All California Students, 1997

WEB SITES:

CDE: <http://www.cde.ca.gov>

TCAP: <http://www.ucop.edu/tcap>

California Arts Council: <http://www.cac.ca.gov>

(9/90) 2/98

TO: BOARD OF EDUCATION DISCUSSION
11/18/04
FROM: JOHN E. DEASY/LINDA KAMINSKI/LAUREL SCHMIDT FIRST
READING
RE: ADOPTING POLICY 6179 - SUPPLEMENTAL INSTRUCTION

DISCUSSION ITEM NO. D.4

It is recommended that the Board of Education adopt Board Policy 6179 Supplemental Instruction as required by Education Codes 37252.5 and 37252.6 to support Board Policy 5123, Promotion/Acceleration/Retention.

COMMENT: This new policy is required to indicate the specific types of supplemental instructional programs that will be provided to students who are retained, recommended for retention, or do not demonstrate sufficient progress toward passing the state exit examination required for high school graduation.

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLES</u>	<u>TITLE</u>			
6179	Students	Supplemental Instruction			
<u>SUBTOPIC</u>		<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>	
Instruction			x		

DETAIL

The Governing Board shall provide supplemental instructional programs to motivate and support students to overcome academic deficiencies, attain grade-level academic standards or enhance critical skills, as state funding permits.

Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)

The Board shall offer direct, systematic and intensive supplemental instruction for students in grades 2-9 who have been retained or recommended for retention pursuant to Education Code 48070.5. (Education Code 37252.2)

The Board shall offer direct, systematic and intensive supplemental instruction for students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation. (Education Codes 37252, 60851)

OPTION 2: For purposes of determining students' eligibility for supplemental instruction, "sufficient progress" toward passing the high school exit examination shall be determined by students' grades and other indicators of academic achievement designated by the board including performance on district assessments and the California Standards Test.

Whenever a school receiving federal Title I funds fails to make adequate yearly progress, as defined by the State Board of Education, for three or more consecutive school years, supplemental educational services shall be provided outside the regular school day to eligible students from low-income families. Services shall be selected by parents/guardians from an approved list of service providers and shall specifically be designed to increase eligible students' achievement on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

As state funding, facilities and staffing permit, supplemental instruction may be offered to:

1. Students in grades 2-6 who have been identified as being at risk of retention pursuant to Education Code 48070.5. (Education Code 37252.8)
2. Students in grades 2-6 who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the Standardized Testing and Reporting Program. (Education Code 37252.8)
3. Students in grades K-12, including English language learners, who need or desire intensive English language and literacy instruction. (Education Codes 422-424)
4. As additional funding permits, students in grades K-12 who seek enrichment in mathematics, science or other core academic areas designated by the Superintendent of Public Instruction. (Education Code 37253; 5 CCR 11472)

The programs described in items 4-6 above shall be offered during summer school except when facilities constraints or other educational reasons make it not feasible to offer these programs during summer school, in which case they may be offered before school, after school, on Saturday and/or during intersessions. (Education Code 423, 53029, 53093)

Legal Reference:

EDUCATION CODE

420-428	Intensive English language and literacy grants
37200-37202	School calendar
37223	Weekend classes
37252-37253.5	Supplemental instruction
42239-42239.2	Supplemental instruction, apportionments
44259	Comprehensive reading program
46100	Length of school day
48070-48070.5	Promotion and retention
51210	Courses of study, elementary schools
51220	Courses of study, secondary schools
53025-53031	Intensive reading instruction
53091-53094	Intensive algebra instruction
60640-60648	Standardized Testing and Reporting Program
60850-60856	High school exit examination
99223	Algebra Academies Professional Development Institutes

CODE OF REGULATIONS, TITLE 5
11470-11472 Summer school
UNITED STATES CODE, TITLE 20
6316 Program improvement schools

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE
Supplemental Educational Services, December 12, 2002

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

(11/00) 3/03

AUTISM PROGRAM QUALITY INDICATORS

A SELF-REVIEW AND QUALITY IMPROVEMENT GUIDE
FOR SCHOOLS AND PROGRAMS SERVING STUDENTS
WITH AUTISM SPECTRUM DISORDERS

August 2001
New York State Education Department

ACKNOWLEDGEMENTS

The development of the Autism Program Quality Indicators (APQI) was supported by federal Individuals with Disabilities Education Act (IDEA) funds through a New York State Education Department grant to the University at Albany for the *New York Autism Network*. The State Education Department extends its appreciation to the following individuals who authored the APQI:

Daniel B. Crimmins, Ph.D.
V. Mark Durand, Ph.D.
Karin Theurer-Kaufman, Ph.D.
Jessica Everett, Ph.D.

The following individuals provided input and review in the development of the APQI:

Edward G. Carr, Ph.D.
Shirley Cohen, Ph.D.
Michael Darcy
Anne F. Farrell, Ph.D.
Patricia J. Geary
Joanne Gerenser, Ph.D.
Mary Pat Hartnett
Edna Kleinman
Russell Kormann, Ph.D.
Chris Ponzio
Philip Smith, Ph.D.
Tristram Smith, Ph.D.
Patricia Towle, Ph.D.
Jamey Wolff

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AUTISM PROGRAM QUALITY INDICATORS

The Autism Program Quality Indicators (APQI) are a compilation of the best practices in **educating students with autism**, which were developed to serve as a means of guiding quality improvement activities for schools and programs serving children with autism in New York State.

Structure and Content of the APQI

The APQI are organized into the following 14 areas with the seven categories in the left-hand column relating to the specific aspects of the educational process for students, and the seven categories in the right-hand column referring more broadly to program characteristics and supports.

- Individual Evaluation
- Development of the Individualized Education Program (IEP)
- Curriculum
- Instructional Activities
- Instructional Methods
- Instructional Environments
- Review and Monitoring of Progress and Outcomes
- Family Involvement and Support
- Inclusion
- Planning the Move from One Setting to Another
- Challenging Behavior
- Community Collaboration
- Personnel
- Program Evaluation

Each of the 14 areas is described by a single summary sentence, followed by more specific "quality indicators." **The items contained within the APQI do not reflect specific instructional strategies or theoretical approaches. Instead, they reflect methods that have consistently been found to be effective in improving learning in children with autism.** Additionally, where items reflect practices that are broadly appropriate to educating all children (e.g., involving and supporting families in the educational process), the APQI focus on those aspects most important for educating students with autism.¹

How should the APQI be used?

The APQI were developed to apply to programs that serve children between the ages of 3 and 21, on the full range of the autism spectrum (including Asperger syndrome and Pervasive Developmental Disorder–Not Otherwise Specified {PDD-NOS}) and ability levels, and in all educational settings. Some items may, therefore, not apply to every program. The purpose of the APQI is to provide a tool for schools or programs to self-evaluate educational services as a whole rather than an evaluation of services provided to any specific child. A program would rate itself on the degree to which there is evidence supporting that a particular item or practice is in place. In this way, the APQI may serve as a quality improvement tool in which programs note relative strengths and weaknesses. Given the indicators cover such a wide range of educational practices, it is highly unlikely that any program would have clear evidence of every quality indicator.

¹ For a list of quality indicators on other topics such as Individual Evaluations, Pre-referral Processes, and Individualized Education Programs (IEP), contact VESID at 518-473-2878.

Development of the APQI

The APQI were developed over a one-year period by the New York Autism Network (NYAN) at the request of the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) of the New York State Education Department. NYAN is a consortium of four regional centers with a shared focus of promoting effective educational approaches for students with autism. NYAN is funded by the New York State Education Department.

The items on the APQI were derived from a variety of sources including federal and State law and regulations, scientific evidence, and professional experience. The APQI were developed first by examining the professional literature to identify likely dimensions for the scale. The next step was to identify key quality components specific to autism in each of these areas. A preliminary draft of the APQI was field tested with the NYAN regional advisory groups. Information from the advisory groups was compiled into a working draft of the APQI (dated 11/6/00) that was shared with national experts and VESID representatives for their comments. These comments led to a significant re-focusing of the APQI on making it as autism specific as possible. A number of interim versions were shared with NYAN staff, representatives from programs and advocacy groups, national experts, and VESID staff. The resulting document (6/15/01) has been strengthened considerably by the input of these many people.

Scoring the APQI

The APQI uses a four-point rating system, plus a Not Applicable rating, as follows:

Score	Description
NA	Not applicable. The program is not responsible for this area.
0	There is no evidence of this indicator.
1	There is minimal to no evidence of this indicator, but clear evidence exists that the program is in the process of planning for implementation and/or staff development in this area.
2	There is some evidence of this indicator <i>or</i> there is clear evidence of the indicator for only a portion of students with autism.
3	This quality indicator is clearly evident for all students with autism.

These ratings can be applied to each of the items and a summary rating can be given to each area. A summary table at the end of the scale allows programs to identify areas of relative strength and weakness.

AUTISM PROGRAM QUALITY INDICATORS

Score	Description
NA	Not applicable. The program is not responsible for this area.
0	There is no evidence of this indicator.
1	There is minimal evidence of this indicator, but clear evidence exists that the program is in the process of planning for implementation and/or staff development.
2	There is some evidence of this indicator <i>or</i> there is clear evidence of the indicator for only a portion of students with autism.
3	This quality indicator is clearly evident for all students with autism.

INDIVIDUAL EVALUATION: Thorough diagnostic, developmental, and educational assessments using a comprehensive, multidisciplinary approach are used to identify students' strengths and needs.	Score	Comments
1) Evaluations are conducted by multidisciplinary teams made up of qualified personnel who are familiar with the characteristics and response patterns of students with autism.		
2) The medical and developmental history review factors specific to autism.		
3) Evaluations include the examination of the individual skills and strengths of students with autism, as well as their needs.		
4) Evaluations use a variety of measures and sources of information, including: a) appropriate standardized, developmental, and observational methods, b) autism-specific measures, c) parent and family input, d) review of recent progress and functional level.		
5) For both verbal and nonverbal students, speech and language evaluations use standardized measures, parental report, observation, and spontaneous language samples to assess: a) receptive language, b) expressive language, c) speech production, d) communicative intent, e) pragmatics.		
6) Evaluation reports integrate results from all areas in ways that lead directly to programmatic recommendations for instruction.		
7) Evaluation reports are written in a meaningful, understandable manner.		
8) Evaluation reports are shared with the student (if appropriate), parents, educators, and other professionals who work collaboratively with the family.		
Summary Rating for Individual Evaluation		

DEVELOPMENT OF THE INDIVIDUALIZED EDUCATION PROGRAM: The Committee on Preschool Special Education (CPSE) and the Committee on Special Education (CSE) use evaluation results, parent and family concerns, and present levels of performance in developing individualized education programs (IEPs) to meet students' needs.	Score	Comments
1) The IEP identifies developmental, health, social-emotional, and behavioral needs.		

2) While the IEP addresses a broad range of developmental and educational needs, it specifically includes the areas of: a) communication, b) social interaction, c) behavior and emotional development, d) play and use of leisure time.		
3) Goals and objectives: a) relate directly to the student's present level of performance and identified needs, b) reflect parental input and family concerns, c) are observable and measurable, relate to long-term outcomes, d) are selected to achieve long-term outcomes.		
4) The IEP identifies program modifications, including environmental and instructional adaptations and accommodations, that are needed to support the student.		
5) "Parent counseling and training" is indicated as a related service as appropriate.		
7) Augmentative and alternative communication systems are considered for students with limited verbal abilities.		
8) Opportunities for interaction with nondisabled peers are provided as appropriate.		
Summary Rating for Development of the IEP		

CURRICULUM: The program uses a curriculum that addresses the significant skill deficits of students with autism and relates to the New York State Learning Standards.	Score	Comments
1) The curriculum contains a written statement of goals and philosophy from which instructional objectives, methods, and activities proceed.		
2) The curriculum focuses on maximizing independent functioning in home, school, vocational, and community settings.		
3) The curriculum is adapted to the different ages, abilities, and learning styles of students with autism.		
4) The curriculum emphasizes the development of: a) attention to social stimuli, b) imitation skills, c) communication and language, d) social relationships, e) symbolic play, imagination, and creativity, f) self-regulation, g) skills to meet the learning standards, h) vocational skills.		
5) With respect to communication, the curriculum emphasizes the development of a functional communication system for both verbal and nonverbal students with autism.		
6) With respect to social relationships, the curriculum emphasizes the development of social interaction skills with adults and peers for a range of occasions and environments.		
7) The curriculum focuses on the maintenance and generalization of learned skills to more complex environments.		
Summary Rating for Curriculum		

INSTRUCTIONAL ACTIVITIES: The program provides a variety of developmentally and functionally appropriate activities, experiences, and materials that engage students in meaningful learning.	Score	Comments
1) Instructional activities: a) enhance response opportunities, b) are appealing and interesting, c) promote active engagement of the student, d) focus on basic skills before more complex skills, e) provide multiple opportunities for practicing skills identified on the IEP, f) are (whenever possible) embedded within ongoing and natural routines of home, school, vocational, and community settings.		
2) Activities use a variety of instructional formats—one-to-one instruction, small group instruction, student-initiated interactions, teacher-directed interactions, play, peer-mediated instruction—based upon the skill to be taught and the individual needs of the student.		
3) IEP goals and instructional methods are compatible and complementary when the program uses components of different intervention approaches.		
4) Instructional activities are adapted to the range of ages, abilities, and learning styles of students with autism.		
5) Daily instruction is provided to meet the individual communication needs of students with autism.		
Summary Rating for Instructional Activities		

INSTRUCTIONAL METHODS: Teaching methods reflect the unique needs of students with autism and are varied depending on developmental appropriateness and individual strengths and needs.	Score	Comments
1) Instructional methods are adapted to the range of ages, abilities, and learning styles of students with autism.		
2) Instructional methods reflect empirically validated practices or solid evidence that demonstrates effectiveness over time.		
3) The degree of structure and intensity of teaching are geared to the functional abilities of the student.		
4) Instructional methods: a) emphasize the use of naturally occurring reinforcers, b) promote high rates of successful performance, c) encourage communication and social interaction, d) encourage the spontaneous use of learned skills in different settings.		
5) As instruction proceeds, an effort is made to teach students to cope with the distractions and disruptions that are an inevitable part of daily living.		
6) There is a clear plan showing methods for systematically promoting the maintenance and generalization of learned skills to new and different environments.		
Summary Rating for Instructional Methods		

INSTRUCTIONAL ENVIRONMENTS: Educational environments provide a structure that builds on a student's strengths while minimizing those factors that most interfere with learning.	Score	Comments
1) Environments are initially simplified to help students recognize relevant information.		

2) When needed (particularly for younger students), classrooms have defined areas that provide clear visual boundaries for specific activities.		
3) Environmental supports (e.g., the use of visual schedules) are available that facilitate the student's ability to: a) predict events and activities, b) anticipate change, c) understand expectations.		
4) Communication toward and with students: a) is geared to their language abilities, b) is clear and relevant, c) encourages dialogue (when appropriate), rather than being largely directive.		
Summary Rating for Instructional Environments		

REVIEW AND MONITORING OF PROGRESS AND OUTCOMES: The program uses a collaborative, ongoing, systematic process for assessing student progress.	Score	Comments
1) The program provides regular and ongoing assessment of each student's progress on his/her specific IEP goals and objectives.		
2) Student progress is summarized and reviewed by an educational team.		
3) Students are assessed and the instructional program is refined when: a) target objectives have been achieved, b) progress is not observed after an appropriate trial period, c) target objectives have not been achieved after an appropriate trial period, d) there is an unexpected change in a student's behavior or health status, e) significant changes occur in the home, school, vocational, or community setting.		
4) The program routinely reports to the CPSE or CSE when there is a need to consider modifications to the IEP.		
Summary Rating for Review and Monitoring of Progress		

FAMILY INVOLVEMENT AND SUPPORT: Parents are recognized and valued as full partners in the development and implementation of their children's IEPs.	Score	Comments
1) Parents and family members are supported as active participants in all aspects of their child's ongoing evaluation and education to the extent of their interests, resources, and abilities.		
2) Parents are informed about the range of educational and service options.		
3) The program demonstrates an awareness and respect for the culture, language, values, and parenting styles of the families they serve.		
4) The program makes available "parent counseling and training" services, which: a) provide parents with information about child development, b) assist parents to understand the needs of their child, c) foster coordination of efforts between school and home, d) support the family in behavior management, e) enable parents to acquire skills to support the implementation of their child's IEP.		
5) Parents are provided with opportunities to meet regularly with other parents and professionals in support groups.		

6) Parents receive regular communication from the program regarding their child's progress.		
7) Parents are assisted in accessing services from other agencies (when available and as appropriate) such as respite, in-home behavior support, home health care, transportation, etc.		
Summary Rating for Family Involvement and Support		

INCLUSION: Opportunities for interaction with nondisabled peers are incorporated into the program.	Score	Comments
1) The program offers opportunities for interaction with nondisabled peers in both informal and planned interactions.		
2) In their contact with nondisabled peers, students are provided with instruction and support to maximize successful interactions.		
3) The program provides nondisabled peers with knowledge and support (e.g., peer training) to facilitate and encourage spontaneous and meaningful interactions.		
4) Training and ongoing support are provided to the general education teachers and staff.		
Summary Rating for Inclusion		

PLANNING THE MOVE FROM ONE SETTING TO ANOTHER: Parents and professionals work collaboratively in planning transitions from one classroom, program, or service delivery system to another.	Score	Comments
1) All aspects of planning include the student (whenever appropriate), parents and other family members, current and receiving professionals, and other relevant individuals.		
2) Transitional support services are provided by a special education teacher with a background in teaching students with autism.		
3) Transition planning: <ul style="list-style-type: none"> a) begins while the student is in the current placement, b) provides the student and family with the opportunity to visit the new setting (i.e., meet teachers, view classrooms). 		
4) Planning integrates considerations of future placements (i.e., skills needed in the next classroom or school setting) with the student's current program.		
5) Planning includes teacher preparation and other supports to ensure success of the student in the new classroom, school, or work site.		
Summary Rating for Planning the Move from One Setting to Another		

CHALLENGING BEHAVIOR: Positive behavior supports, based on a functional behavioral assessment (FBA), are used to address challenging behavior.	Score	Comments
1) The program has a school-wide behavioral system that: <ul style="list-style-type: none"> a) defines expectations for appropriate behavior in all instructional settings, b) uses proactive approaches to managing behavior, c) has established strategies for crisis intervention, d) provides training for staff in recommended behavioral strategies. 		

2) A FBA is used to direct intervention planning for persistent challenging behaviors.		
3) Multiple methods (e.g., direct observations, functional analysis, rating scales, and interviews) are used in conducting the FBA.		
4) The FBA identifies both immediate (e.g., request to perform a task) and more distant (e.g., poor sleeping habits) factors that increase challenging behaviors.		
5) The FBA identifies one or more functions for the challenging behaviors.		
6) Environmental accommodations and adaptations are used to prevent or minimize occurrences of the problem behavior.		
7) Instruction in alternative, appropriate skills (e.g., communication, social, or self-regulatory skills) is routinely incorporated into behavior intervention plans.		
8) Behavioral interventions are based on positive supports and strategies.		
9) Behavior intervention plans focus on long-term outcomes (e.g., making new friends, participating in extracurricular activities).		
Summary Rating for Challenging Behavior		

COMMUNITY COLLABORATION: The program links with community agencies to assist families in accessing supports and services needed by students with autism.	Score	Comments
1) The program develops links with different community agencies that provide the comprehensive services often needed by students with autism.		
2) The program assists parents in defining their child's outside-of-school needs, such as respite, in-home behavior support, home health care, transportation, etc.		
3) Parents are assisted in accessing services from community agencies.		
Summary Rating for Community Collaboration		

PERSONNEL: Teachers, teacher aides and assistants, related service providers, school psychologists, administrators, and support staff are knowledgeable and skilled related to the education of students with autism.	Score	Comments
1) Staff are knowledgeable and skilled in the areas of expertise specific to autism, including: <ul style="list-style-type: none"> a) characteristics of autism, b) familiarity with assessment methods, c) developing IEPs to meet the unique needs of each student, d) curriculum, environmental adaptations and accommodations, and instructional methods, e) strategies to improve communication and social interaction skills, f) classroom and individual behavior management techniques. 		
2) Staff participate in continuing professional development (e.g., consultation, workshops, conferences) designed to further develop their knowledge and skills.		
3) Staff are available in a ratio sufficient to provide the support necessary to accomplish IEP goals.		
4) Teachers and related service providers have access to students' IEPs and are informed of their responsibilities for implementation.		

*Core
deficits
+
Core deficits*

5) Paraprofessionals receive specific and direct instruction and supervision regarding their IEP responsibilities to the student.		
6) Ongoing support and technical assistance are available to resolve concerns related to learning and behavior.		
Summary Rating for Personnel		

PROGRAM EVALUATION: Systematic examination of program implementation and impact is conducted, including the aggregation of individual student outcomes and consumer satisfaction.	Score	Comments
1) The program incorporates evaluation systems that assess program-wide effectiveness in the areas of: a) students' progress toward mastery of IEP goals, b) student performance on State and districtwide tests (including, as appropriate, student performance on the State Alternate Assessment) c) students' generalization of skills, d) student progress toward long-term outcomes.		
2) The program evaluates short-term (e.g., weekly or bi-weekly), intermediate (e.g., quarterly), and long-term (e.g., yearly) changes in student progress.		
3) Parents regularly receive feedback on their child's progress toward meeting IEP goals and objectives.		
4) Program evaluation includes measures of consumer satisfaction with services.		
5) Information obtained from program evaluation is used for program improvement.		
Summary Rating for Program Evaluation		

*Specificity, reflection
Generalization, goals*

	Summary Rating
Individual Evaluation	
Development of the Individualized Education Program	
Curriculum	
Instructional Activities	
Instructional Methods	
Instructional Environments	
Review and Monitoring of Progress and Outcomes	
Family Involvement and Support	
Inclusion	
Community Collaboration	
Planning the Move from One Setting to Another	
Challenging Behavior	
Personnel	
Program Evaluation	

The Multi-Sensory Classroom: A Pilot Project in Special Education

Lisa Y. Johnson

Grant Elementary School

The ideas herein are solely those of Lisa Y. Johnson. They do not necessarily represent Grant School or the Santa Monica-Malibu Unified School District. Please do not quote, reproduce, or cite without permission of the author. Direct all correspondence to: Lisa Y. Johnson, Grant Elementary School, 2368 Pearl Street, Santa Monica, California 90404.

The Multi-Sensory Classroom: A Pilot Project in Special Education

Lisa Y. Johnson

Special Education in SMMUSD

The Santa Monica Malibu Unified School District (SMMUSD) puts forth great effort to provide an excellent education to the children in its care. The District Mission Statement illustrates the SMMUSD outlook as a community of learners, stating that SMMUSD “works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual communicators and global citizens.”

These efforts have led to a number of successes in the district. However, Special Education remains at a critical juncture. This is partly because SMMUSD lacks the personnel resources to meet the needs of many children with special needs. Currently, the district contracts with outside agencies to meet the needs of these children, spending countless hours of expensive mediation, court fees, services and labor-hours in an attempt to acquire a highly rigorous, appropriate education. According to last year’s budget, SMMUSD spent 3 million dollars to hire non-district personnel to provide services to children’s needs that could not be met in the district. Further, the situation is likely to intensify, as the number of students entering Special Education and the associated cost of educating them are rising.

This critical juncture is also one of programming. Overlooked by the district’s strategic plan, special education programming has remained in virtual suspension with limited innovation. In particular, the traditional approach to Special Education used in the district often means piecemeal and unsystematic programming to meet children’s needs. Teachers lack the systematic methods and interdisciplinary tools needed for a holistic approach to students’ needs and learning, and students’ progress is limited by the lack of such an approach. While Individual Education Plans (IEP) identify particular deficits in students, roadmaps for how to treat those deficits are not currently developed. Some students receive the benefits of specialized services to address deficits, but in doing so, they miss the opportunity for a coherent and cohesive school experience. When shuttled from outside activity to outside activity, they miss being in the classroom with their peers, and their socio-emotional development becomes stunted, which in turn, limits their intellectual development and growth. Other students remain in the classroom but miss the specialized services.

What is needed is a systematic, interdisciplinary, and cost-effective approach to Special Education that involves ongoing identification of students’ needs, resources for the treatment of those needs, and an efficient implementation plan for executing that treatment. I propose to pilot a Multi-Sensory Classroom in an existing Special-Day class at Grant Elementary School. This interdisciplinary program is designed to identify and treat the developmental needs that block students’ learning. In particular, the program uses the six domains of learning recommended by the National Research Council (NRC): Communication Deficit, School Development, Cognitive Development, Sensory Motor, Adaptive Behavior and Problem Behavior. Using the Developmental Individual-Differences Relationship Model (DIR; Greenspan and Wieder, 1998), this class will adopt a systematic, interdisciplinary approach to working with different sensory/cognitive/behavioral deficits. In addition, I will collect pre- and post-program data to

evaluate the effectiveness of the program for increasing learning and social development, as compared to the traditional approach currently used in special education.

The Work Plan

Each child develops sensory/motor preskills at a very young age (e.g., auditory processing, fine and gross motor skills, visual perception, reflexes, tactile processing, sensory modulation). These bottom levels of sensory/motor development are often taken for granted because they are basic and develop automatically in the typically developing child. When we teach a student at school, the child uses these sensory/motor preskills as a foundation for learning. Children in whom these preskills have not fully developed find learning difficult if not impossible; they become our special-needs children. Without the appropriate developmental foundation, they cannot build the abstract thinking skills we try to teach them in school.

In my class this year, I will test each child for his/her level of basic developmental preskills and target identified deficits in individual learning plans. By targeting these deficit areas, students will be able to grow or move past the roadblocks that prevent higher level learning. Specifically, each child will be assessed in the following areas with the following expected assessment test:

<i>Preskill</i>	<i>Expected Assessment</i>
Auditory Processing	Linda Mood Auditory Conceptualize: Test: Sound and Symbol Association (Decoded); Nonsense Spelling Symbol Imagery Test (Idea for a Picture)
Occupational Therapy Reflexes Testing	Movement Assessment Battery for Children Rigidity of movement, poor handwriting, gaps in athletic performance, especially in throwing or catching, clumsiness, bumping into things, dis-coordination, poor ocular tracking, poor rhythm, difficulty in showing usual expected response to intervention procedures
Visual perception	Wachs Test of Cognitive Structure: General Movement, Discriminative Movement and Visual Thinking
Tactile Processing Sensory Modulation, including tactile, sound, vestibular proprioceptive, olfactory, taste, pain and sight	Reflex Learning and Behavior, Sally Goddard (2004) Reflex Learning and Behavior, Sally Goddard (2004)
Cognitive Speech Pathology	Peabody Picture Vocabulary Test-II OWLS: Listening Comprehension (LCS) & Oral Expression (OES) Scale

After assessments are completed, I will develop an individualized learning plan for each student according to her/his stage of learning readiness. Along with their IEP goals each child will be guided to master general gross/sensory skills that, in turn, is expected to produce a higher level of learning. These plans will meet each child at his/her own developmental level to build up the necessary foundational preskills. I will work with Swithin David, a visual perceptual therapist and student at the University of Rochester, New York, to develop the appropriate individualized

plans. This pilot class will be associated with the Brain and Cognitive Science Department of Rochester University.

These plans will be implemented using the DIR model (Greenspan and Wieder, 1998). The DIR model approaches each child individually and examines biological, sensory and behavioral milestones. At its core, the DIR model emphasizes the use of socio-emotional relationships as a vehicle to enhance a child's progress. DIR guides children up the developmental levels through seemingly playful interactions; it has given children the gift of educational readiness often thought beyond their reach. Each child has unique strengths and weaknesses; when we believe children's skills are uniform, we deny them the chance to grow. DIR provides that room and the structure needed for each child to have the chance to grow.

Parents of the students in my class will give permission for their child to participate in this program. This participation will include assessment permission and videotaping (which will be used for assessment), teacher learning purposes, and possible conference presentations.

The expectation is not that every child in the Special-Day class will miraculously become a genius. Rather, higher-level thinking skills such as math, reading comprehension, and critical and abstract thinking, will be able to progress when these basic preskill levels are addressed with the use of data and experience. At the present time, all of my students are limited in what they understand and internalize in these higher-level thinking areas, making learning a task that is painful and sometimes impossible. With individualized learning plans that are based on established scientific assessment tools and are executed in a multi-sensory classroom, the ceiling on these students should begin to open.

Qualifications

Lisa Johnson, MA, who brings to the project complementary skills in education and child development, will carry out this work. Ms. Johnson has ten years of experience in the field of special education, including her previous two years teaching the Special Day class at Grant Elementary School. She has a master's degree in special education, a bachelor's degree in general psychology and is a credentialed teacher in both special and general education. She has taught children with learning disabilities, physical disabilities, emotional disturbance, autism, and mental retardation, as well as children in general education classes. Ms. Johnson has also studied in the field of child development as it relates to children's education. She has completed the Interdisciplinary DIR Workshop, led by DIR pioneers Dr. Stanley Greenspan and Dr. Serena Wieder. In the summer of 2004 she prepared and presented a case study using DIR at the Interdisciplinary DIR Institute in Washington DC.

Ms. Johnson will have the advantage of consulting with a dedicated group of professionals whose expertise in the fields of education and child development is extensive. These individuals will act as consultants on the project. They include:

- Dr. Stanley Greenspan, MD, Co-founder of the DIR Model, co-author of *The Child with Special Needs, Encouraging Intellectual and Emotional Growth* (1998)
- Dr. Serena Wieder, PhD, Co-founder of the DIR Model, co-author of *The Child with Special Needs, Encouraging Intellectual and Emotional Growth* (1998)

- Dr. Maureen Powers PhD, Chief Executive Officer of Gemstone Educational Management, LLC, Affiliate Engineer at the University of California. The SMMUSD School Board adopted this agency and educational tools June 2004.
- Lexia Learning Systems – Lexia Learning Systems provides interactive software designed to help school children learn to read. The Lexia Cross Trainer was piloted in Ms. Johnson's special day class this past year. The SMMUSD School Board adopted this agency and educational tools June 2004.
- Swithin David, a visual perceptual therapist and senior at the University of Rochester, New York has volunteered his efforts in association with the Brain and Cognitive Science Department of Rochester University.
- Smartstart, a DIR Model preschool and consulting group for older school-age children. The founders of this school are supervised by the developers of the interdisciplinary DIR Model (which fully encompasses the six NRC domains).

Budget

The multi-sensory classroom at Grant Elementary School for the pilot year will be funded by volunteer and outside sources. No cost to the district will be incurred.

Conclusion

Students who complete the year in the multi-sensory classroom will be able to experience continuity in their education with instructors and peer groups. This kind of specialized public school community allows for children's appropriate social and emotional development. The integrated approach to each student, identifying and addressing deficits in a specialized and centralized setting, will enable them to learn more than they otherwise could. In addition, the implementation of an interdisciplinary approach directly follows the projected goals for special education in SMMUSD's Special Education Strategic Plan, accepted by the board in June 2004. A successful pilot program that encompasses all domains in a public school will offer an innovative approach to meeting the needs of all children with special needs. Finally, it will do so using personnel already in the district. The multi-sensory classroom offers an innovative and cost-effective way to provide specialized services to special-needs children in their own classroom.

References Greenspan, Stanley and Serena Wieder. 1998. *The Child with Special Needs, Encouraging Intellectual and Emotional Growth*. Boston: Addison-Wesley Longman, Inc.

September 8, 2004

Dear Parents,

Welcome to the new school year! My name is Ms. Lisa Johnson and I am your child's teacher. I am excited about the new year. I believe with all my heart that every child has the ability to learn and grow. Every child is an individual and approaches learning differently. I propose to pilot a Multi-Sensory Classroom at Grant Elementary School. This interdisciplinary program is designed to identify and treat the developmental needs that block students' learning. Each child develops sensory/motor pre skills at a very young age (e.g., auditory processing, fine and gross motor skills, visual perception, reflexes, tactile processing, sensory modulation). These bottom levels of sensory/motor development are often taken for granted because they are basic and develop automatically in the typically developing child. When we teach a student at school, the child uses these sensory/motor pre skills as a foundation for learning. Children in whom these pre skills have not fully developed find learning difficult if not impossible; they become our special-needs children. Without the appropriate developmental foundation, they cannot build the abstract thinking skills we try to teach them in school.

In my class this year, with parental consent, I will test each child for his/her level of basic developmental pre skills and target identified deficits in individual learning plans. By targeting these deficit areas, students will be able to grow or move past the roadblocks that prevent higher level learning.

After assessments are completed, I will develop an individualized learning plan for each student according to her/his stage of learning readiness. Along with their IEP goals each child will be guided to master general gross/sensory skills that, in turn, is expected to produce a higher level of learning. These plans will meet each child at his/her own developmental level to build up the necessary foundational pre skills. I will work with Swithin David, a visual perceptual therapist and student at the University of Rochester, New York, to develop the appropriate individualized plans.

These plans will be implemented using the DIR model (Greenspan and Wieder, 1998). The DIR model approaches each child individually and examines biological, sensory and behavioral milestones. At its core, the DIR model emphasizes the use of socio-emotional relationships as a vehicle to enhance a child's progress. DIR guides children up the developmental levels through seemingly playful interactions; it has given children the gift of educational readiness often thought beyond their reach. Each child has unique strengths and weaknesses; when we believe children's skills are uniform, we

deny them the chance to grow. DIR provides that room and the structure needed for each child to have the chance to grow.

If you give permission for their child to participate in this program please sign and date below. This participation will include: gross motor activities (trampoline, balance beam on the floor, body mapping, and reflexes), assessment permission and videotaping (which will be used for assessment), teacher learning purposes, and possible conference presentations.

Our class is located in Room 46 across from the grassy quad. We have the privilege of having wonderful Paraprofessionals that assist in the success of our classroom. Ms. Badlissi and Mr. Sherman have the best interest of your child at heart. We welcome your feedback, visits and interaction. I will be available for conferencing on the phone or in person on Tuesday from 11:20 to 12:20 pm. I will return all messages after school hours between 3:00 pm-3:30 pm. I look forward to working with you and your child. Let's have a fun year!

Ms. Johnson, MA
Special Education Teacher
Grant Elementary School

***Assessment and Participation for 2004-05 Multi-Sensory Classroom**

Parent signature _____ Date _____

L. Johnson, Room 46 Schedule 2004-2005 Fall

11/5/04

	Monday	Tuesday PE & APE	Wednesday PE	Thursday APE	Friday
8:25-9:00am	Silent Reading/ Morning Ceremonies	Silent Reading Morning Ceremonies	Silent Reading Morning Ceremonies	Silent Reading Morning Ceremonies	Silent Reading Morning Ceremonies
9:00-10:25am	Language! Program/ Writing Center	Language! Program/ Writing Center	Language! Program/ Writing Center	Language! Program/ Writing Center	Language! Program/ Writing Center
10:25-10:45am	Recess	Recess	Recess	Recess	Recess
10:50-12:20pm	Math Concepts/Critical Thinking/ Puzzles and Manipulative	<ul style="list-style-type: none"> • Math Concepts/Cri tical Thinking/ Puzzles and Manipulative • APE: 10:50-11:20 • PE:11:20- 12:20 	Math Concepts/Critical Thinking/ Puzzles and Manipulative	<ul style="list-style-type: none"> • Math Concepts/Criti cal Thinking/ Puzzles and Manipulative • APE: 10:50-11:20 • PE: 11:20-12:20 	Math Concepts/Critical Thinking/ Puzzles and Manipulative
12:20-1:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-2:50pm	Social Studies/Science/ Life Skills	Social Studies/Science/ Life Skills	Social Studies/Science/ Life Skills	Social Studies/Science/Life Skills	Social Studies/Science/Life Skills